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ABSTRACT

Designed with the new teacher in mind, this kindergarten curriculum guide begins Part I with a statement of beliefs and goals guiding educational practice and lists needs and characteristics of kindergarten children. Part II focuses on preparing for the school year and offers information to help teachers become oriented to unfamiliar school buildings; conduct inventory of classroom equipment and materials; manage the classroom environment; organize the classroom and schedule the school day; prepare for opening day; conduct orientation experiences for kindergarten children; and further communication between home and school. Part III concerns instruction. Strategies for instruction and the importance of play are discussed prior to descriptions of kindergarten curriculum areas. Focus of instruction, learning objectives for students, and appropriate activities are provided for seven areas of instruction: language arts, social studies, mathematics, science, art, music, and physical education. Concluding materials concern the organization and implementation of instruction. Described are learning centers and the theme approach to presenting units of study. A model theme which can be adapted for classroom use and serve as a format for developing other themes is offered. The Bellingham Public Schools' handbook welcoming children and their parents to kindergarten is included. (RH)

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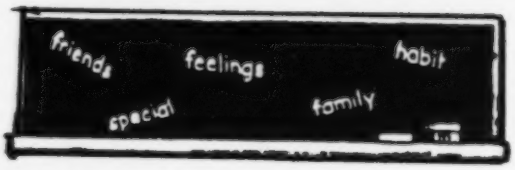
KINDERGARTEN

CURRICULUM



INTRODUCTION

The job of a kindergarten teacher is never an easy one. It requires specialized training, an understanding of how young children learn, and a commitment to hard work. To a teacher new to this level the job can appear to be overwhelming but with suggestions on classroom organization, management techniques, and teaching strategies the year can be a successful one for teacher and students.

Designed with a new teacher in mind, this guide begins with a philosophy statement and then lists the needs and characteristics of kindergarten children. Next procedures are given for familiarizing oneself with building routines, available classroom equipment, and instructional supplies. Suggestions are made for classroom management, room organization, and opening day preparations. Sample daily schedules and lesson plans are also included. The subject of parent communications and home/school relations is addressed and finally curriculum planning is discussed in detail.

Remember this is a "guide" only. In reality the students provide the direction to the kindergarten curriculum. It is the teacher's job to know her particular children thoroughly and make appropriate decisions in light of this knowledge. Kindergarten should be a learning experience for teacher and children.

KINDERGARTEN CURRICULUM

PART I - INTRODUCTION

Philosophy and Goals

Characteristics and Needs

PART II - PREPARING FOR THE SCHOOL YEAR

PART III - INSTRUCTION

Welcome To Kindergarten

The Kindergarten Program

Organizing and Providing Instruction

PART I - INTRODUCTION

A. Philosophy and Goals Page 1

B. Characteristics and Needs Page 3

Philosophy and Goals

We believe that the child is the major focus of the kindergarten program. Each child brings unique experiences, expectations, emotions, attitudes, and abilities to the classroom. It is essential that the individual characteristics of each child be accepted, understood, and nurtured.

We believe that children actively construct their understanding of the world through a continuous interaction with their environment. They are eager to discover ideas, to look for patterns and relationships, and to form generalizations. Through spontaneous activity, play, carefully prepared materials, and guided experiences children gain confidence in their abilities.

We believe the kindergarten environment should provide opportunities for experimentation, exploration, discovery, challenge, and interaction. An atmosphere of understanding, concern, and compassion should surround the kindergarten child in this most important school experience.

We believe that early school experiences should contribute positively to the development of adults who will live self-fulfilling lives and be effective members of our democratic society.

WITH THESE BELIEFS IN MIND, WE STRIVE TO MEET THE FOLLOWING GOALS:

To help each child develop:

- as an effective, unique individual.
- as a constructive, responsible member of any group to which he belongs.
- at his own pace and in his own learning style.
- needed and meaningful concepts, skills, and attitudes.
- a positive attitude toward school and learning.

To nurture in each child:

- a positive self concept.
- concern and respect for others.
- self-expression and creativity.
- problem solving techniques.
- the spirit of inquiry.
- skills of self-selection, self-direction and self-evaluation.
- initiative in immediately applying directed learning activities in realistic situations.
- a respect for work and play.
- personal pride in accomplishment.
- the ability to cope with necessary limits, disappointments and changes.
- an appreciation of the environment.
- the ability to use his body effectively.
- a healthy attitude toward physical well-being.

It is the cooperative responsibility of the home, school, and community to assist each child in the realization of these goals.

Characteristics and Needs

Kindergarten children develop their potential in unique and individual ways. Each is a composite of varied characteristics and needs based on personal growth patterns, abilities, experiences, and home background. However, there are characteristics common to most five-year olds which can be used to guide teachers in creating an appropriate learning environment.

Physically, five year olds:	Kindergarten children need:
are quiet for only short periods of time.	frequent changes in activity levels, incorporating individual, small and large group experiences.
are developing large muscle control and co-ordination; walk, run, and jump with ease.	physical activity - running, jumping, tumbling, pushing, pulling, lifting, carrying, balancing, and digging.
are very active using all the senses for exploring the environment.	opportunities to use sensory approaches - touching, seeing, hearing, smelling.
have limited small muscle control and eye-hand coordination. Cutting, drawing, writing, throwing, and catching abilities are growing.	
are visually able to scan large areas and are developing abilities to focus on specifics.	

Intellectually, five year olds:

are intensely curious by nature and eager to know.

are developing and refining concepts using senses to gather information.

see the world through their own experiences.

use questions to test and clarify theories about the world.

are beginning to predict outcomes based on experiences.

are growing from non-conservers to conservers. (Piaget)

are changing in ability to solve problems.

are beginning to recognize and use patterns to organize information.

are developing classification and ordering abilities.

represent their thinking and understanding through imitation, make believe, physical models, pictures, and words.

Kindergarten children need:

to be free within limits to explore and to try things out for themselves.

opportunities to use the sensory approaches - touch, smell, hear, see, and taste.

an active learning situation with many hands-on experiences and opportunities for being the "doer."

learning experiences that stimulate questions and call for problem solving and prediction.

new learnings to be built upon past experiences.

a reasonable amount of repetition of important ideas and activities.

planned opportunities to demonstrate understanding of environment through play.

Emotionally, five year olds:

are developing a sense of self.

tend to be "me" centered.

demand immediate attention to needs.

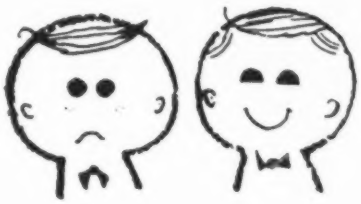
are family oriented.

are insecure and may respond with "No" or "I can't."

are eager to please and find it difficult to take criticism.

are more willing to attempt that which will bring success.

express emotions in extremes and easily laugh or cry.



Kindergarten children need:

an opportunity to interact with other children.

an atmosphere of love and acceptance.

opportunities to choose, work on, and complete an activity independently.

to feel that they are part of the group - that they belong.

a definite routine.

opportunities for adult praise.

opportunities to be successful.

a balance of active and quiet times - group and personal times.

Socially, five year olds:

seek companionship of other children.

have short-lived friendships.

are protective toward playmates and siblings.

are anxious to gain group approval.

are gaining ability to interact in small groups but have difficulty accepting other points of view.

are gaining an understanding of self in relation to their environment.

seek one-to-one adult interaction.

are willing to accept teacher authority.

Kindergarten children need:

opportunities to interact with other children.

to develop respect for others' feelings, possessions, ideas, and needs.

to learn to listen purposefully and without interruption.

opportunities for group planning, decision making and evaluation.

frequent opportunities to communicate personally with the teacher.

established classroom rules and appropriate guidelines for behavior.

positive, constructive guidance in the development of self-discipline.

PART II - PREPARING FOR THE SCHOOL YEAR

A. Building Orientation - Page 7

B. Classroom Equipment and Materials - Page 13

C. Classroom Management - Page 21

D. Room Organization and Daily Schedule - Page 26

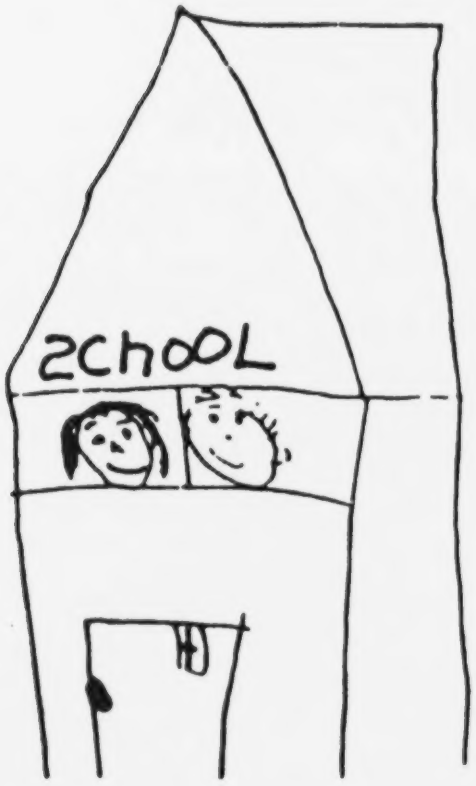
E. Preparations for Opening Day - Page 35

F. Orientation Day The First Three Days - Page 45

G. Parents: Communication and Involvement - Page 63

BUILDING ORIENTATION

As a staff member new to a building, you will be anxious to gain knowledge about how your classroom functions as a part of the total school and to know what you need in planning successful opening days of school for your students. You can learn about these general areas of information by asking your building administrator, secretary, custodian, and other staff members.



BUILDING ORIENTATION

Listed below are sample questions and a place to record the information you receive.

OFFICE PROCEDURES

1. How is student attendance recorded?	
2. What is the procedure for student illness/injury?	
3. How are lunch tickets purchased by student/teacher?	
4. Is there a special way to operate the telephone?	
5. Who operates the ditto/copy machine, etc?	
6. What help is there from aides?	
7. How are films received and sent?	
8. Where is the interschool mail?	
9. Where are student files kept?	
10. Is there a building handbook for parents/teachers?	

THE NEIGHBORHOOD

1. Are there special sites of interest for school walks?	
2. Are there unsafe areas in the neighborhood?	
3. Is there a map of the school area?	

TRANSPORTATION

1. What are the safe-walk routes?	
2. Where do children wait for parent pick-up?	
3. Where do children wait for bus/daycare van pick-up?	
4. Do you have bus duty? When is it?	
5. What are the rules?	

LUNCH TIME

1. When is your lunch time?	
2. How do children pick up trays, deposit tickets, clean up?	
3. Where does your class sit?	
4. Is there a time limit for staying at the table?	
5. How are the children excused?	

LUNCH TIME (continued)

6. Where are lunch pails stored?	
7. Which doors and lavatories do the children use?	
8. What are rainy-day procedures?	
9. What is/are the aide(s) name?	
10. Will you have a duty? What are your responsibilities?	
11. Are children allowed in the resource center?	

PLAYGROUND

1. What are the acceptable routes through the building?	
2. Is there a special way for the students to return to class after recess/lunch?	
3. Which drinking fountains and lavatories are available?	
4. What are the safety rules or special considerations for particular equipment?	
5. Is there an aide? (name)	
6. Will you have playground duty?	
7. Is there a place for children who cannot go outside?	

IN THE BUILDING

1. Where is the audio-visual equipment kept. Are there sign-out sheets?	
2. Where are paper supplies kept? How are they distributed?	
3. What other materials are available (texts, science equipment, art supplies....)?	
4. Where do you take the children for a fire-drill?	
5. Do you have time with specialists (library, P.E., music)?	
6. Do you have gym time?	
7. When are your recess times?	
8. When are children allowed in the building in the morning? Which entrance should they use?	

CUSTODIAN

1. What room maintanence must you do?	
a. put up chairs for sweeper	
b. wash tables	
c. pick up papers and objects off the floor	
d. close blinds at end of day	
e. clean boards and erasers (check procedures)	
2. Where can you find the custodian during the day? (sick child, big spill, etc.)	

DUTY ASSIGNMENTS:

Before school _____

_____

Recess _____

_____

Lunch _____

_____

After school _____

_____

Lunch duty over, Ms. Jones?

CLASSROOM EQUIPMENT AND MATERIALS

AFTER YOU HAVE FAMILIARIZIED YOURSELF WITH BUILDING ROUTINES YOU MAY WANT TO INVENTORY THE INSTRUCTIONAL MATERIALS AND EQUIPMENT IN YOUR CLASSROOM. A LIST OF RECOMMENDED EQUIPMENT AND INSTRUCTIONAL MATERIALS BASIC TO A KINDERGARTEN CLASSROOM HAS BEEN INCLUDED TO AID YOU IN YOUR INVENTORY.

WHEN YOU HAVE A RECORD OF THE EQUIPMENT AND INSTRUCTIONAL MATERIALS ON HAND, IT IS IMPORTANT TO ORGANIZE THEM SO THAT THEY ARE EASILY ACCESSIBLE DURING THE YEAR.

IF YOUR ROOM IS NOT EQUIPPED WITH THESE BASIC MATERIALS, WORK WITH YOUR PRINCIPAL TO ESTABLISH A TIME-LINE FOR THEIR ACQUISITION.

BASIC ROOM EQUIPMENT

- Kindergarten work tables and/or desks with formica or treated tops
- A chair for each child plus several extra for individualized work areas Some should measure 11 inches from floor to seat and some should measure 13 inches.
- Circular or trapezoid tables for individual work or learning center areas
- A minimum of one teacher's desk and chair
- Filing cabinets or adequate drawer space for teacher materials
- One or more rocking chairs
- Lockers, coat racks, or permanent hooks
- Magnetic chalkboards mounted on the wall
- Storage cabinets for children's equipment and supplies
- Movable bookcases for storage and display
- Art easels
- Carpeted area for storytime and group discussions
- Workbench and tools
- Sink
- Full-length mirror
- House corner furniture - stove, refrigerator, sink, cupboards, chest of drawers, table, and chairs
- Arrangers or caddies for crayons, pencils, and art materials for each table
- Sand or water table
- Movie screen mounted in an adequate seating area for large groups
- Record player
- Cassette tape recorder
- Headphones and jacks

LANGUAGE ARTS MATERIALS

The kindergarten provides numerous activities which will stimulate verbal, visual, and auditory skills. The kindergarten child needs experiences in listening, speaking, reading, and writing.

A variety of materials and equipment is available to assist in this area.

- Telephone
- Language Boards
  Capital Letters
  Lower Case
- Flannel Board
- Flannel Board Cutouts
  Primary Cutouts
  Holiday Cutouts
- Magnetic Letters
  Captitals
  Lower case
- Chart Stand
- Two Pocket Charts
- Color Bingo
- Alphabet Bingo
- Object Matchups
  Color and Things
  Animal Homes
  Picture Alphabet
- A to Z Panels
- Capital Letter
- Letter Template
  Lower Case
  Upper Case
- Memory Game
- Children's Literature
  Books
  Records
  Tapes
- Lottino

MATH AND SCIENCE MATERIALS

The kindergarten math and science curriculum provides many experiences in problem solving, numeration, geometry, and measurement. The materials listed below can be used to develop these skills

- Rig-A-Jigs
- Pegboards
- Pegs for Pegboard [100 count]
- Ideal Block Designs
- Colored Cubes
- Numberite
- Extra Numberite Pegs
- Geoboards
- Pattern Blocks
- Task Cards
- Counting Frames
- Wooden Judy Clock
- Math Board [STEP]
- Bead Pattern Cards
- Giant Dominoes
- Large Parquetry Blocks and Patterns
- Simple Scale
- Lots-A-Links

- Unifix Cubes
- Unifix Value Boards
- Unifix Inset Boards
- Wooden Cubes
- Pattern Block Task Cards
- Attribute Block
- Peg Grading Board
- Classification Sorting Program
- Montessori Shapes and Templetes
- Measure Matters
- Childcraft Color Shapes
- Number Bingo
- Super Magnets
- Round Magnets
- Magnifying Hand Lenses
- Giant Magnifier
- Magnasticks

SOCIAL STUDIES MATERIALS

Kindergarten children are beginning to gain an awareness of the vastness of the world around them. They are interested in community helpers, their city, the world, and different people and cultures. Materials used to help foster this interest are listed below.

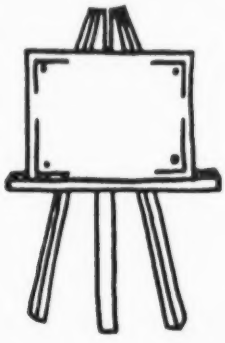
- Wooden Train Set
- Wooden Cars, Trucks, and Boats
- Lego Universal Building Set
- Lego Supplementary Sets
- Lego - Road Plates, Signs, and Trees
- Lego People
- Set of Doll Dishes
- Set of Utensils
- Ironing Board, Iron
- Housecleaning Set
- Dolls and Clothing
- Doll Bed
- Screw Driver
- Hand Drill
- Hammer, 7 ounces
- Nails and Screws
- Woodworker's Vise
- Saw
- Photo Lotto
- Globe
- Maps - World, United States, Washington

CREATIVE ARTS

The kindergarten program provides the opportunity to creatively explore art, drama, music, and movement. Materials used for exploration are listed below.

ART

- Modeling Clay
- Crayons
- Water Colors
- Variety of Brushes
- Tempera Paints
- Liquid Powder
- Ceramic Clay
  Clay Design Roller
  Clay Hammers
- Yarn and String
- Burlap and Needles
- Brayer
- Inks
- Colored Chalk
- Scissors
- Colored Felt Pens
- Colored Pencil Sets
- Paste or Glue



DRAMA

- Set of Dress-up Clothes
- Puppets
- Children's Literature

MUSIC AND MOVEMENT

- Records
  Hap Palmer
  Raffi
  Ella Jenkins
  Good Apple
- Set of Rhythem Instruments

GROSS MOTOR EQUIPMENT AND MATERIALS

Kindergarten children are provided with a wide variety of activities which help strengthen and control large muscles.

- Blocks - Large and Small
- Balls of Various Sizes
- Bean Bags and Target
- Trucks, Cars, Boats
- Jump Ropes
- Hula Hoops
- Nerf Balls
- Wagons, Scooterboards
- Scoops and Wiffle Balls

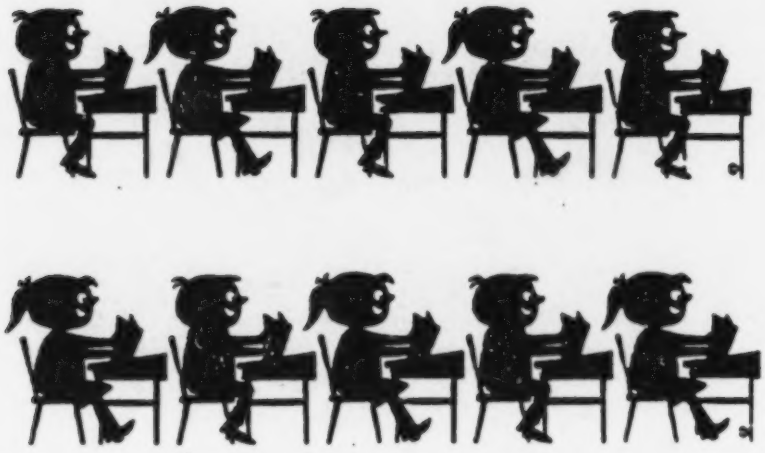
FINE MOTOR MATERIALS

Fine motor activities are designed to strengthen finger muscles, and to improve coordination and control. Many of these activities are set up in learning centers to provide for individual differences.

- Wooden Puzzles
- Hardwood Block Set
- Rubber Puzzles
- Bristle Blocks
- Plastic Beads
- Large Colored Beads
- Playtiles
- Modeling Clay

CLASSROOM MANAGEMENT

ATTENTION CAN NOW BE TURNED TO THE IMPORTANT MATTER OF CLASSROOM MANAGEMENT. THE SUCCESS OF THE KINDERGARTEN EXPERIENCE WILL DEPEND ON THE TIME AND ATTENTION GIVEN AT THE BEGINNING OF THE YEAR TO ESTABLISHING A POSITIVE, SUPPORTIVE WORKING ENVIRONMENT.



DEVELOPING BEHAVIOR PATTERNS

Establishing a pattern of working within a group as a positive member is the educational focus during the first months of kindergarten. Learning this pattern teaches the child a set of group work skills such as:

1) individual decision making
2) independent problem solving
3) responsible group membership behavior

These skills are transferred to other large or small group or individual learning situations, thus, providing a foundation for future schooling. For this reason, it is particularly important to provide each child with time for development and practice.

Listed below is a sample pattern routine that will fit many of the learning situations provided in a typical kindergarten day.

1) Choose a job and work at it appropriately.
2) Work for a reasonable period of time.
3) Work without disturbing others.
4) Clean up when your work is completed.
5) Choose another job and go to work.

Implementing this structure for work begins the very first day of school and the materials you have available for play will influence your success in teaching this pattern.

1) Begin by putting out toys that are familiar and easy to clean up.
   - beads to string,
   - clay to squeeze,
   - simple puzzles,
   - paper and crayons,
   - bucket of legos.
     (no scissors or paste yet)

2) Move about the room as the children work, complimenting specific steps in the pattern that you observe and stating other expectations.
   - "When you have finished you may clean up and go to another job."

3) In the beginning use shorter blocks of time for work-times. Transitions from job to job initially fatigue the child and a whole group clean-up gives needed time for practice. Have a short discussion, read a story, sing a few songs, and then send the children back to work again.

4) Slowly introduce new materials and their use when you feel the children demonstrate understanding of appropriate classroom behaviors.

It is up to the teacher to set the tone of the classroom. A teacher who is relaxed, happy, and speaks softly, is more likely to draw similar responses.

The use of positive reinforcement is better than dwelling on misbehavior. Praise specific behaviors you want to encourage. Tell the children about polite and mannerly behaviors you notice, such as mutual respect for opinions and courtesy.

5) Enlist the cooperation of parents. Send home a letter such as the one found on the following page that outlines your expectations and provides suggestions for ways they can help.

ESTABLISHING CLASSROOM RULES AND PROCEDURES

It is important for the students to understand the teacher's expectations. The student needs to know what behaviors are acceptable in the classroom and what behaviors are not.

Children need to be taught how to:

- use classroom materials
- work with classmates
- make appropriate choices
- move about the room
- use a "classroom" voice
- sit on the rug in a group
- use the restroom

Keep explanations short and begin with procedures that are most important.

ESTABLISHING SCHOOL RULES AND PROCEDURES

Once classroom patterns have been introduced, it is important to establish building rules and procedures. Rules should be discussed, demonstrations given, and time provided for practice. Procedures for the following need to be established.

Children need to be taught procedures for:

- fire drill
- eating lunch
- entering and leaving the building
- playing outside
- forming lines
- restroom use

SAMPLE PARENT LETTER

Dear_____,

Coming to school presents your child with many new responsibilities. Although I am deeply concerned about and committed to academic growth, I recognize that this growth is dependent on a foundation of appropriate school behaviors. Learning to take responsibility and plan for personal actions is significant learning at this time.

Until now, your child has generally acted on individual needs within the needs of a small group such as family, friends, or daycare. Getting a drink of water, going to the bathroom, eating, or talking has been spontaneous. The time it has taken to wait a turn has been shorter and it has been appropriate to voice the need (or demand it) whenever it occurred.

I now welcome your child into a much larger group - the classroom - with others who also have the same or similar immediate desire for satisfaction. Twenty-plus children randomly asking for and expecting their particular needs to be met causes a random, unproductive learning environment. For this reason, the classroom has a schedule to help your child build behaviors for appropriately taking care of personal needs within a larger group of children.

As an example, your child is free to use the lavatories during the hour and a half work time but is discouraged from using them during group discussion or storytime (approximately 15 minutes), because it interrupts the group as well as your child. It sounds easy for adults, but it is a major personal management procedure for your child to plan behavior around the needs of others.

Talking out ("I need a drink, teacher.") or making unsolicited comments, ("My dad is taking me downtown tonight."), are not generally welcomed during group instruction or storytime. I do welcome questions and comments when they are appropriate to the lesson. I keep to this procedure during structured group learning time. During individual work time, which comprises the greatest amount of our day, your child is free to interact quietly with me and with other children.

In most cases, inappropriate behavior from your child will be met with comments from me - either specifying what the appropriate behavior is ("This is listening time."), or with a direct consequence of the misbehavior ("Sand is not for throwing. Please leave the sandbox").

Your child has two major responsibilities at school under which I categorize most behaviors. I will consistently refer to these statements when helping children evaluate their actions.

They are:

1. Take good care of yourself and your things.

2. Be kind to others.

You can encourage and facilitate your child's adjustment to school in these ways:

1. Invite a new friend from the classroom to visit your home. (Two hours is plenty of time.)

2. Give your child the responsibility of cleaning up after play. Be consistent.

3. Follow-up on the directions you give your child. If you get no response after the second request, make personal contact to show that you care. Insist work be well done.

4. Encourage and reward your child for initiating play and not depending on being entertained. Turn off the television and talk to or listen to your child. Play a game, read a story, or take a walk.

5. Help your child send me a note. Write down what your child would like to say to me about school: What do you like, don't like, afraid of, what you could do more of, etc.

6. Keep toys and extras at home. Your child is not ready to be responsible for more than coat, lunch pail, and papers.

A circle of positive communication between parent, child, teacher, is vital to a successful learning experience. Please contact me at the school by telephone or send a note with your child if you wish to make an appointment.

Sincerely,

ROOM ORGANIZATION AND DAILY SCHEDULE

THE ORGANIZATION OF THE KINDERGARTEN ROOM AND THE SCHEDULING OF THE DAY CAN FACILITATE THE TASK OF CLASSROOM MANAGEMENT. CAREFUL PLANNING IS IMPORTANT. THE FOLLOWING SUGGESTIONS ARE OFFERED.

ROOM ORGANIZATION

Classroom organization should reflect the needs of five-year olds and the teacher's instructional style.

The kindergarten room should be so arranged as to challenge a child to discover new information through exploration.

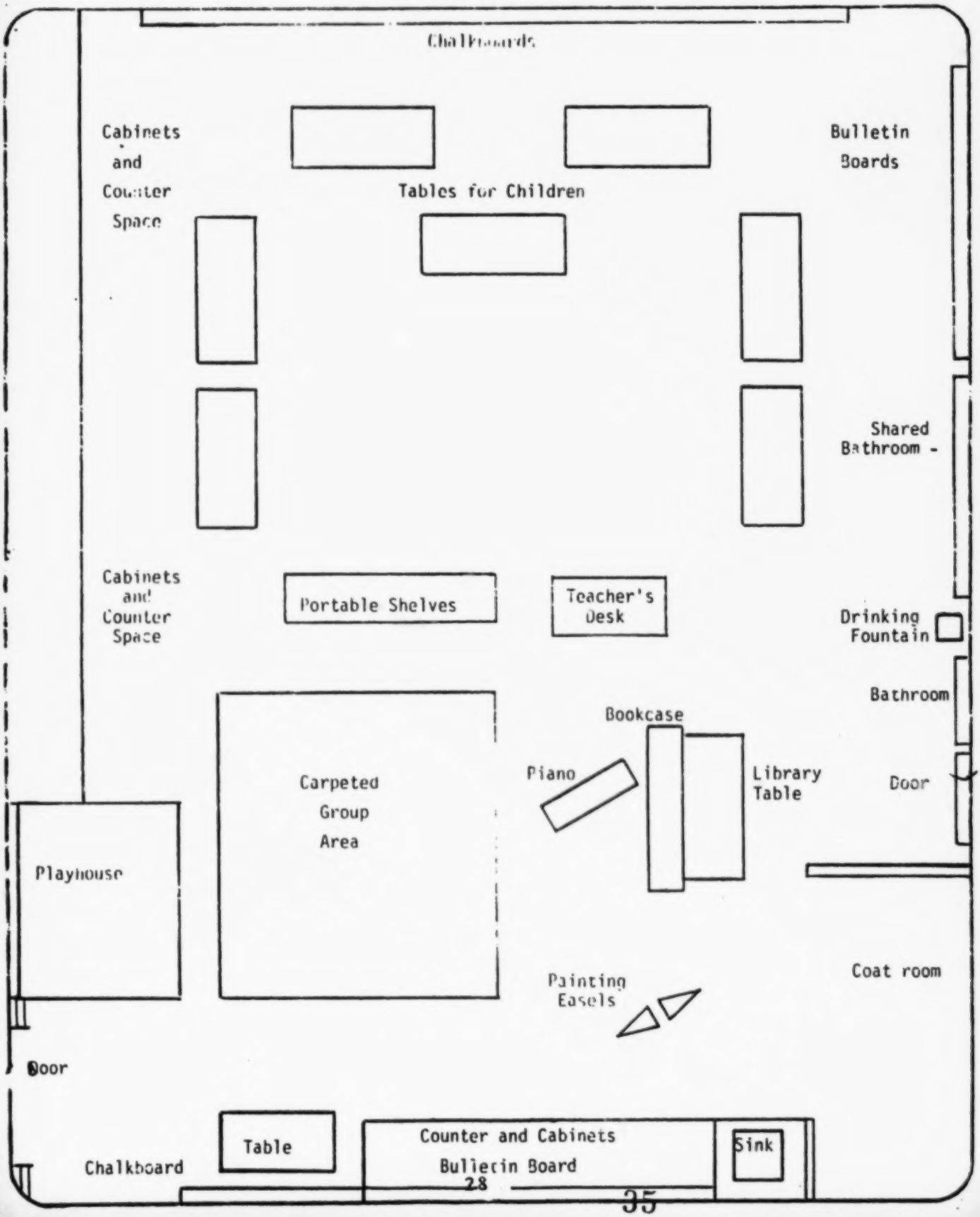
To accomplish this kind of learning, interest centers or work areas should be carefully defined. Care should be taken to arrange centers so that activities do not interfere with one another.

The physical arrangement of the room should also include space for safe, active free play or large movements. Movable, durable, and stackable furniture helps to free floor space when needed.

Equipment and materials should be easily accessible and in a definite location so the children know where to get the materials and where to put them away. This equipment and the activities should be changed so that new experiences are being introduced throughout the year.

Ideas for room arrangements are included on the following pages.

Primary Classroom Converted to Kindergarten Room



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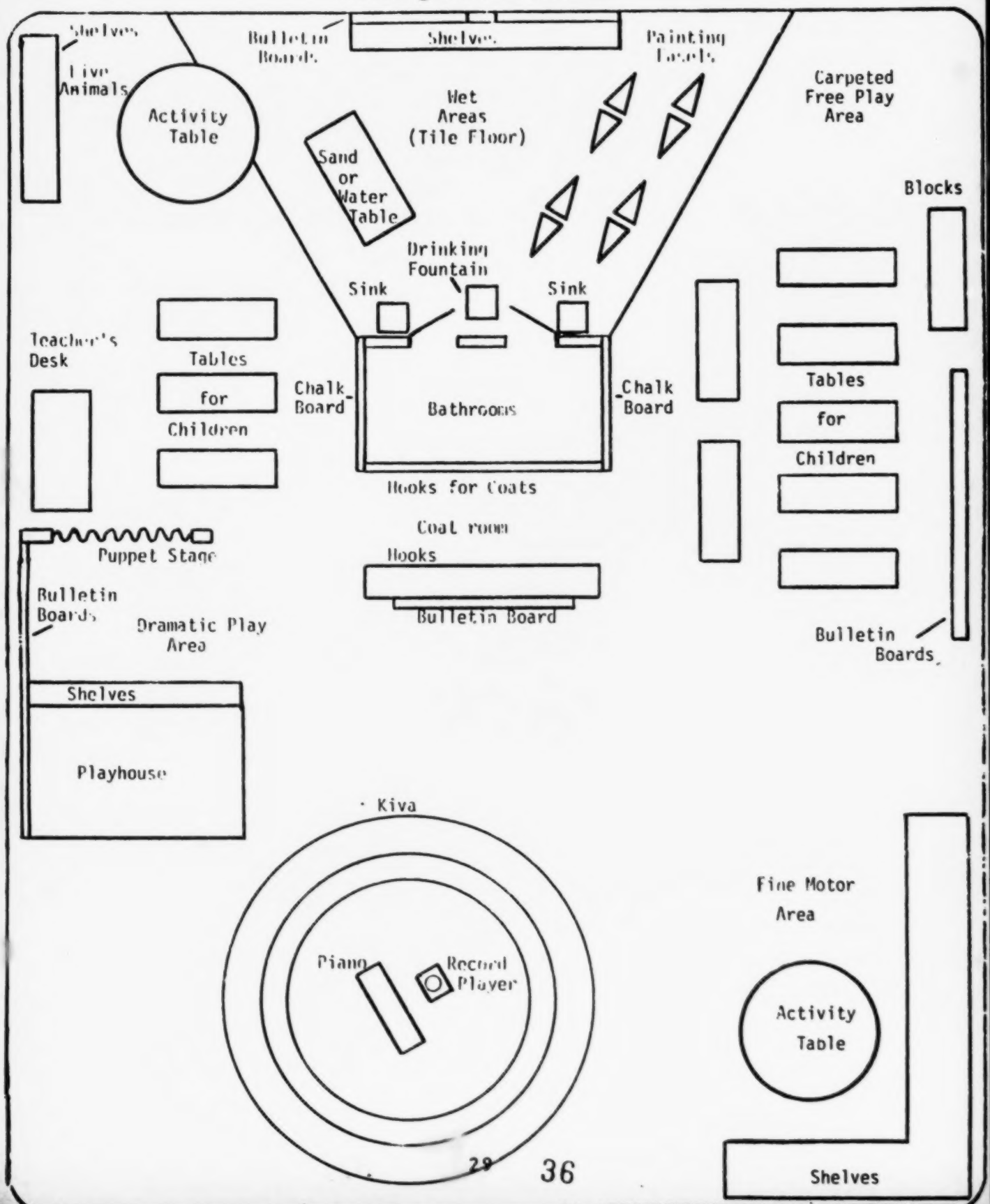
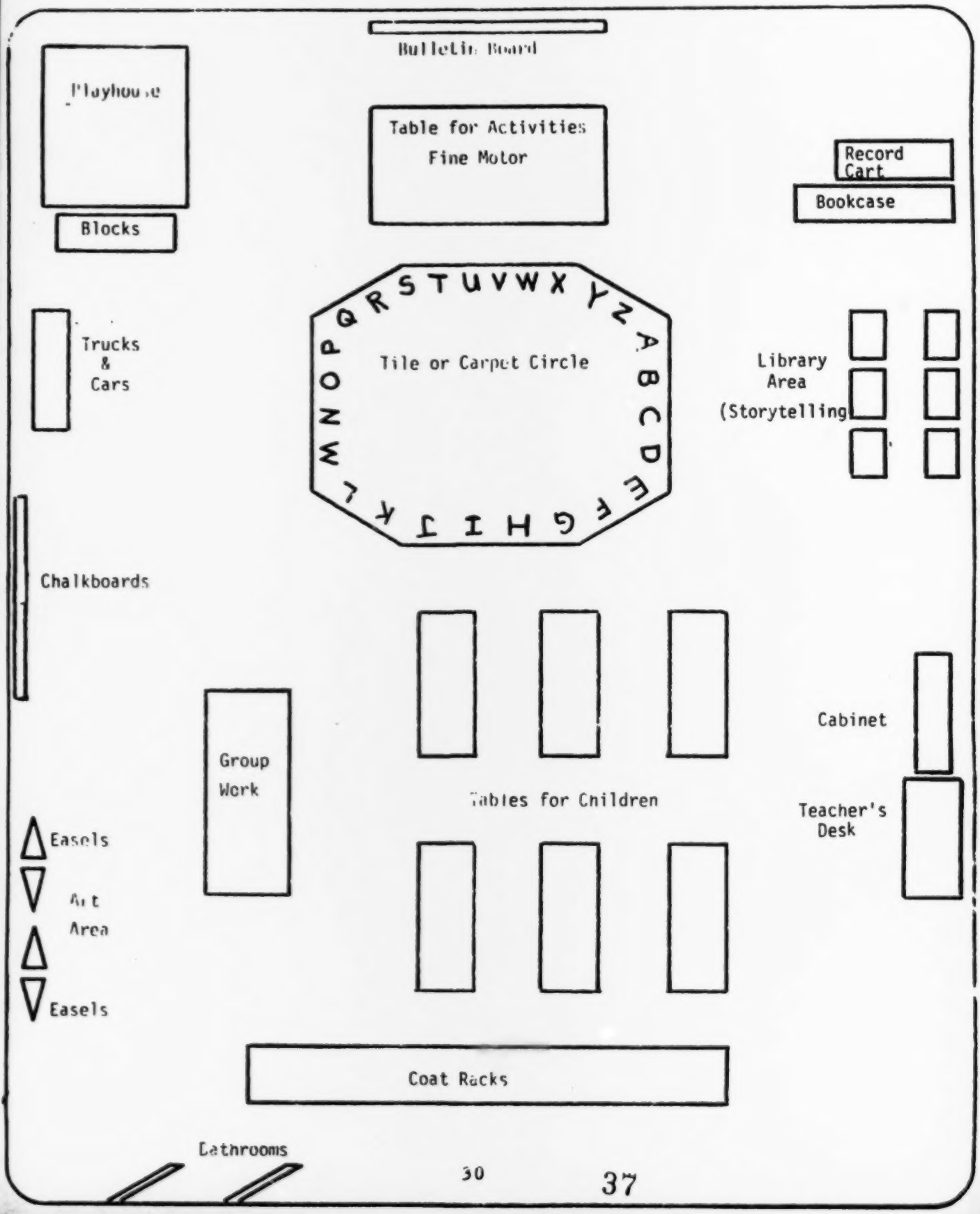
Modern Dual Teacher Kindergarten Classroom



Traditional Kindergarten Classroom



PLANNING THE KINDERGARTEN DAILY SCHEDULE

The kindergarten daily schedule is designed with the 5-6 year-old's social, emotional, physical, and cognitive abilities in mind. This may require the adjustment of the elementary school schedule.

General guides for obtaining optimal instructional times include:

1. Flexible scheduling
2. Large blocks of time -
   to allow children to finish work without interruption;
   to encourage children to develop constructive play patterns outdoors as in; and
   to minimize transitions, especially hall walks, etc.
3. A balance of active and quiet activities
4. A balance of teacher-initiated and child-initiated activities
5. A balance of group and individual activities
6. Activities keyed to the energy level of children
7. A full range of curriculum activities integrated with one another

The kindergarten child is in transition socially, emotionally, cognitively, and physically. We see this development reflected in a change in response to teacher-initiated work, from the absolute "NO!" of a 3-4 year old, to the "Do I have to?" of the early 5 year old, to the "Yes" of the 5½ year old, to the "Can I do more?" of the 6 year old. We see it in a changing attitude toward paper and pencil work. We see it in a lessening of egocentricity and in an increasing independence from adult attention.

A schedule which reflects these changes is needed. For example, in the fall, P.E. is often our first teacher-directed activity of the day. The emphasis is on direction following, a language arts skill that we can teach while accomodating the child's need for large motor activity. When direction-following skills have progressed and large motor patterns are better integrated, P.E. occurs later in the day, and the focus changes to specific skills such as ball play or rope jumping.

Similarly, within a block of "directed activity," changes evolve over the year. In the fall, a group lesson may be just 5 to 10 minutes long; that time gradually increases to 15 to 20 minutes. Individual follow-up tasks may be finished with equal rapidity at first, as the child prefers to move back into self-selected activity. Later, the time spent on these individual follow-up tasks increases, and still later, the child may choose to extend it into the afternoon as well.

Routines to include in daily schedule:

1. Lunch count/attendance (10-15 minutes)

2. Snack (10-15 minutes)

3. Recesses

4. Lunch (25 minutes in September; 20 minutes later on)
   Include time for hand washing.

5. Rest (15-20 minutes)

6. Directed activity
   45 minute blocks: Language Arts
   30 minute blocks: Mathematics
   15 minutes P.E. (plus time to change shoes)
   15-20 minutes story times (morning and afternoon)
   music, poetry, fingergames, art, science, social studies

7. Worktime in centers (1-1½ hour)

Sample daily schedules are included on the following pages.

SAMPLE DAILY SCHEDULE

This schedule is for November through June. At the beginning of the year you may want to add a morning recess and a rest time. Snacks are optional and can be scheduled where appropriate.

Social Studies and Science are integrated into the themes presented during whole group language lessons.

8:45 - 9:10.....Activities, Lunch Count, Attendance Procedures

9:10 - 9:20.....Calendar

9:20 - 9:40.....Whole Group Language

9:40 - 10:15.....Worktime
Language/Reading Emphasis

10:15 - 10:35.....Whole Group Math/Science

10:35 - 11:05.....Worktime
Math/Science Emphasis

11:05 - 11:15.....Storytime

11:15 - 11:55.....Lunch

11:55 - 12:20.....Skill Activities/Language

12:20 - 12:50.....P.E. in Gymnasium

12:50 - 1:05.....Storytime

1:05 - 1:25.....Music/Creative Dramatics

1:25 - 1:40.....Recess

1:40 - 2:25.....Worktime
Self-Selected Activities/Art Projects

2:25 - 2:30.....Evaluation/Dismissal

SAMPLE DAILY SCHEDULE

8:45.....Table activities/informal converstion
Lunch count and attendance

9:15.....Opening
Directed activity - Group lesson followed by individual work
(Math emphasis)

10:00.....Recess with aide (kindergarten only)

10:15.....Directed activity - Group lesson followed by individual work
(reading/language arts emphasis)

Story

Music

11:15.....Lunch (kindergarten, 1, 1-2 split)

11:35.....Lunch recess (kindergarten, 1, 1-2 split)

12:00.....Rest (books/music listening)

12:15.....Worktime - self-selected activity at centers

- Art projects
- Science projects
- Individual skill work

1:20.....Snacks (eliminated in January except for cooking projects)

1:50.....P.E.

2:10.....Story 2:00 - 2:25 W-Th Library (no P.E.)

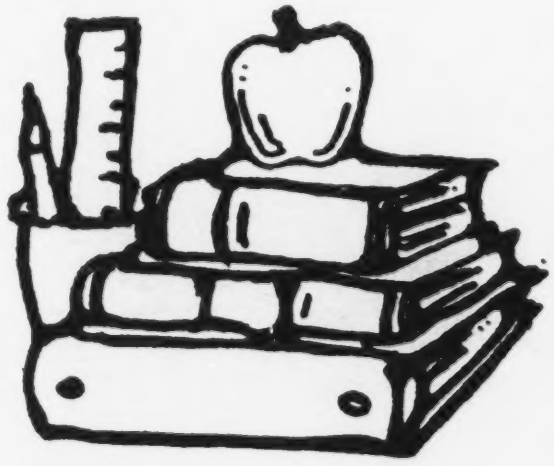
2:30.....Dismiss

Music, poetry, fingergames, creative dramatics, additional stories, etc., are scheduled wherever they fit best each day.

PREPARATIONS FOR OPENING DAY

Parent Letters
Student Letter
Registration Materials

KINDERGARTEN IS A CHILD'S FIRST EXPERIENCE IN THE PUBLIC SCHOOLS. COMMUNICATION THAT CLARIFIES BEGINNING-OF-THE-YEAR PROCEDURES REDUCES ANXIETY AND PROVIDES A POSITIVE INTRODUCTION TO SCHOOL.



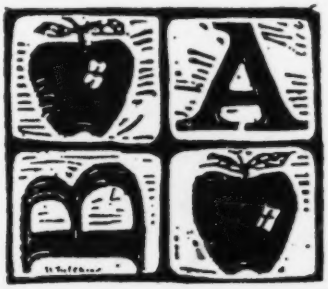
PREPARATION FOR OPENING DAY

Letters need to be sent in June and/or August to new kindergarteners and their parents to prepare them for the coming school year.

In order to make parents and children feel more comfortable about their new school experience they need to be apprised of the following requirements and needs:

1. Registration card
2. Birth certificate
3. Eligibility age of five years before August 31
4. Physical examination
5. Immunization form
6. Supplies
7. Schedule for first week
8. Orientation day
9. Parents meeting
10. Bus routes
11. Lunch program
12. Enrollment concerns
    (if children need to be moved to another school)

Examples of letters to parents and students are included for your use or information. You and your building principal will need to decide what letters to send and who will send them.



SAMPLE SPRING PARENT LETTER

_____School

June_____, 198_____

Dear Parents,

We are pleased to welcome your child to our kindergarten program. You will receive a letter from us in late August telling you who your child's teacher will be, what his/her orientation schedule will be, when you can complete final registration, etc.

In the meantime we will take this opportunity to inform you that your child has been assigned to the _____ kindergarten session. We felt that by sharing this information with you at this time it would allow you ample time to make any necessary baby sitting and day care arrangements.

Enclosed find the necessary materials for registration for the kindergarten program. In the past we have found it to be most convenient for all if you wait and complete final registration the opening week of school when your child comes for his/her orientation session.

The teachers will inform you of needed supplies in a later letter. However, you can consider the items below as a basic minimum list that would be needed regardless of who the teacher will be. Having this information at this time will allow you to take advantage of summer back-to-school sales.

Remember, children must be five years of age on or before August 31 to be eligible for kindergarten this fall.

In closing, may I say that we look forward to working with you and your child this coming school year, and we encourage you to call us regarding any questions that you might have about the kindergarten program.

Sincerely,

<u>SUPPLIES</u>

Tennis shoes (We encourage clean, old shoes so they can switch when outgrown.)
Crayons
Paste (not glue)
Small box facial tissue
$2.00 donation for arts and crafts

SAMPLE FALL PARENT LETTER

_____School

August_____, 198_____

Dear Parents,

Welcome to our kindergarten. This year kindergarten children will attend school from 9:00 a.m. to 2:30 p.m. every other day. Two classes will meet on Monday and Wednesday; the other class will meet on Tuesday and Thursday. Each class will also meet approximately every other Friday. A calendar will be available on orientation day. Your child has been assigned to the class which meets on _____ in room _____.

Here are some details which we hope will set your mind at ease concerning the first day and first week of school.

The first day of kindergarten is a very BIG day for children. Your child has probably been anticipating it with excitement and perhaps some fears. There is something new at every turn of a "first day" and of a first week. Your child is likely to be quite tired. With that in mind, we have planned our first week to help the kindergarteners get acquainted with school gradually.

- Wednesday, September____ -- Orientation Day

  You and your child will come to school together to meet your child's teacher and visit the room.

  Time:_____

  This will allow both of you the opportunity to explore the classroom, chat comfortably with the teacher and ask any questions that you might have. Bus transportation will <u>not</u> be provided on this day.

- Thursday, September____ -- Early Dismissal

  The Tuesday and Thursday classes will meet from 9:00 a.m. to 11:30 a.m. Bus transportation both to and from school will begin on this day. Bus routes will be published in the newspaper.

- Friday, September____ -- Early Dismissal

  The Monday and Wednesday classes meet from 9:00 a.m. to 11:30 a.m. Bus transportation will be provided as mentioned above.

No lunches will be served to kindergarten children during the first week. The following week, we will meet on our regular schedule with lunch at 11:25 a.m. daily.

When you come on orientation day, plan to spend a few minutes helping your child get acquainted with the classroom. Then stop by the table in the hallway just outside the kindergarten room. There will be information for you about our kindergarten program and brief forms to fill out. A $2.00 fee for supplies/materials such as potting soil, seeds, paper plates, etc., used throughout the year, will also be collected. If you have not already done so, please bring your child's birth certificate, completed physical exam form and immunization form to the office at this time.

Each year children are asked to bring some supplies to school on orientation day. All items should be clearly labeled with your child's name.

1. a box of 8 crayons
2. tennis shoes, preferable the low style (Clean used ones are perfectly acceptable.)
3. a paint shirt (An adult-size old tee shirt works well.)
4. 2 pencils -- any size
5. an empty ½ gallon milk carton
6. an old sock (preferably without holes) for a chalkboard eraser
7. one school box (cigar or shoe box) to hold smaller articles in the locker
8. one towel (or rug) for resting (need not be new)
9. a bookbag, backpack, or plastic shopping bag with handles to be carried to and from school daily
10. one box of facial tissue (optional)

A kindergarten parents' meeting is planned for _____, September____ at 7:00 p.m. Children should not attend. We will meet in room _____. As the time will be used to talk about the program, our goals and other general information, we strongly urge all parents to attend.

If you have any questions please call the school at_____.

Sincerely,

Signed: Principal or Teacher

SAMPLE FALL PARENT LETTER

_____School

August_____, 198_____

Dear Kindergarten Parents,

Here it is already time for another school year to begin and we look forward to welcoming you and your child to the Tuesday-Thursday session.

As a part of this welcome we would like to invite your child, and you as parents, to visit the kindergarten classroom. We know the first day of school is a very important one and we have found that a brief visit to the room prior to the beginning of actual classes can be a great help in making that all-important first day a relaxed and pleasant one.

Below you will find information concerning this fall's visitation and other school opening details.

Johnny will be coming Wednesday, September 5, from 9:00 to 9:45.

All of the visits have been scheduled for September 5 this year. Please maintain the carefully scheduled time that has been established for you and a few others.

Upon arrival, you may complete registration in the primary resource center before joining your child in the room. To complete registration, please bring:

1. A birth certificate or some proof of age. Children must be five years of age on or before August 31, and your child may not start school until we see proof of age.
2. Completed registration card
3. Completed physical exam form - If you cannot afford a physical examination, the Health Department will complete the school form for kindergarteners.
4. $2.00 donation for weekly news magazine and/or materials for arts and crafts activities.
5. Information concerning your child's immunization record. We will have the form for you to complete at registration time.

With registration taking place on Wednesday, classes for your child will start on Thursday and on that day will run from 9:00 - 11:30. The shorter opening-week schedule will help provide a comfortable initial school transition, with the regular full-day schedule to begin on Monday, September 10. The children will not eat at school the opening week.

If your child lives on a bus route, he/she will ride the regular morning bus and return home on the regular primary run at 2:30 p.m. Bus transportation will be provided at 11:30 on Thursday or Friday, and the teacher will ride with the children on these days. On these days also, the children will ride a bus other than their regular one and their home arrival may be delayed.

We spend a great deal of time on pupil safety the opening weeks of school and you may help us by making sure that your child knows his/her route to and from school or the bus stop.

Obviously it is not possible to answer all parent questions in a letter of this type, but know that additional questions that you might have can be answered on orientation day or at parent meetings the teachers will hold early in the school year.

May I say also, that it is difficult to accurately predict the number of kindergarten children who will enroll at our school and the other elementary schools. Because of this it sometimes becomes necessary to make pupil and/or teacher adjustments between schools once school has started. We know that you will understand that if such moves become a reality, it would be done to provide improved educational opportunities for all children.

In closing may I say that we look forward to meeting you and your child. If you like you may bring his/her supplies when you visit on September 5. In the meantime be sure to call us any time that you have questions about your child's school program.

Sincerely,

Mrs. Smith

SAMPLE STUDENT LETTER

Dear_____,

I'm so glad you will be in kindergarten at_____ this year!

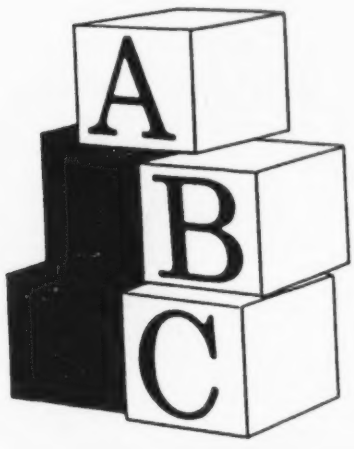
On your first day I will meet you and your parent(s) in our kindergarten classroom - room #_____. I'll be waiting at the door to greet you and help you find your name tag.

You may ask your parents to come into our room with you for a few minutes. They may help you find your locker (where you will be keeping your own special things) and then you may look all around the room together. You may then choose a toy, a puzzle, or crayons to work with at one of the tables.

When all of the children have arrived and have had time to work with the toys and games, it will be time for your parents to leave. Then we'll all meet together on the rug to sing a song or two and have a story. That's all we'll have time for on your first day, but there will be many more days of school ahead.

I'm looking forward to meeting you soon.

Your Teacher,



Form 22 Rev. 9/80

BELLINGHAM PUBLIC SCHOOLS — REPORT OF PHYSICAL EXAMINATION

Pupil's Name _____ Date of Birth _____
Last First Middle

Parent or Guardian _____

Address _____ Phone _____ School _____ Grade _____

Instructions to Physicians: (Please answer all questions and ask parent to return this report to the school).

1. Does the student have any medical problems that will limit academic progress?

   Yes _____ No _____

2. Does the student have any medical problems that will limit participation in physical education or sports?

   Yes _____ No _____

3. Does the student have any known abnormalities of vision?

   Yes _____ No _____

4. Does the student have any known hearing loss?

   Yes _____ No _____

5. Do you feel the student requires special seating?

   Yes _____ No _____

6. Has the child ever had an allergic reaction? i.e., bee stings, medication, insulin.

   Yes _____ No _____

7. Does the student have any chronic or long-term physical and/or emotional conditions?

   Yes _____ No _____

8. Does the student receive any medication?

   Yes _____ No _____

9. Posture/Scoliosis Screening: abnormal _____ Normal _____

Immunizations (month and year):

DTP ___/___ ___/___ ___/___ ___/___ Td ___/___ ___/___ ___/___ ___/___

Oral Polio ___/___ ___/___ ___/___ ___/___ MMR ___/___ Measles ___/___ Rubella ___/___ Mumps ___/___

Date of Examination _____ Examiner's Signature _____

50

Washington State Law 28A.31.118 requires that this form be completed for each child attending school or day care center.

SCHOOL USE ONLY ADMISSION STATUS		
Meets Requirements		1
Does Not Meet Requirements		2
Conditional Admission		3
Exemption		
Enrollment Date:		

CERTIFICATE OF IMMUNIZATION STATUS

(DO NOT WRITE IN SHADED AREAS)

Pupil's Last Name	First Name	Middle Name	Birthdate	Age	Sex
Street Address	City	County	ZIP	Home Phone	
Parent Guardian Name		Parent Work Phone			

IMMUNIZATION	Vaccine	Enter Date of EACH Dose Month/Year				
Diphtheria, Tetanus, Pertussis Any combination of DTP/DT/Td (if more than 5 doses — enter only latest ones)	DTP/Td No. 1			T1	Age at last dose:	
	DTP/Td No. 2			T2		
	DTP/Td No. 3			T3		
	DTP/Td No. 4			T4		
	DTP/Td No. 5			T5		
Polio Check Here TOPV Oral (by mouth) ☐ OR IPV Injectable (by shot) ☐ (if more than 5 doses - enter only latest ones)	Polio No. 1			P1	Age at last dose:	
	Polio No. 2			P2		
	Polio No. 3			P3		
	Polio No. 4			P4		
	Polio No. 5			P5		
* Measles (Rubeola) (Hard Measles)	Measles			M1	Age:	
Rubella (3 day or German Measles)	Rubella			R1	Age:	
Mumps	Mumps			U1	Age:	

SCHOOL USE ONLY	
School Name	
School Number	
Student Number	
Grade	Room

IMMUNIZATION STATUS		
Fully immunized		F
Susceptible (deficient or exempt):		
Diphtheria, Pertussis, Tetanus		S1
Polio		S2
Measles		S3
Rubella		S4
Mumps		S5

EXCLUSION ACTION

Health Department Notified _____ date

Letter Sent _____ date

Excluded _____ date

SCHOOL USE ONLY

* Measles immunization is not required of children who have had measles disease if a physician certifies this below. Enter the date of measles disease in the measles vaccine box above.

DOCUMENTATION OF MEASLES DISEASE

I certify that the child named above had measles in _____ (Month/Year) and does not need measles vaccine.

_____ Type or Print Physician's Name _____ Physician's Signature or Stamp _____ Date

I CERTIFY THAT THE INFORMATION PROVIDED IS CORRECT.

X _____ Signature of Parent or Guardian _____ Date

(Fill in below only if claiming an exemption)

STATEMENT OF EXEMPTION TO IMMUNIZATION LAW

I certify that the child named above has a medical reason not to have the following vaccine(s):

☐ E1 MEDICAL EXEMPTION

_____ Until: _____ Date

_____ Type or Print Physician's Name _____ Physician's Signature or Stamp _____ Date

☐ E2 PERSONAL/ RELIGIOUS EXEMPTION

I am opposed to immunizations and **do not** want my child to have any vaccines; OR I **do not** want my child to receive the following vaccine(s): _____

_____ Signature of Parent or Guardian _____ Date

BEST COPY AVAILABLE

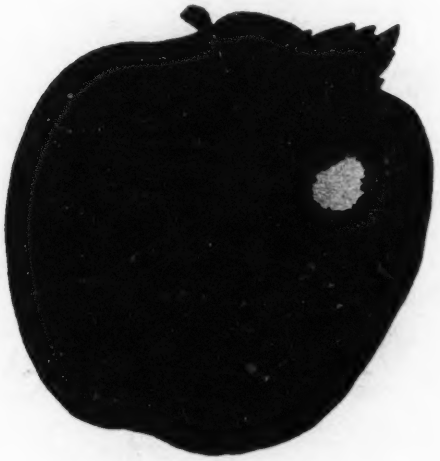
DSHS 13-263(X)
Rev. 6 79

TO SCHOOLS: DO NOT DESTROY THIS DOCUMENT

ORIENTATION DAY

THE BEGINNING OF A NEW SCHOOL YEAR IS ALWAYS AN EXCITING EXPERIENCE FOR CHILDREN, PARTICULARLY KINDERGARTEN CHILDREN. THERE WILL BE NEW FRIENDS TO MEET, AN UNFAMILIAR ENVIRONMENT TO EXPLORE, GROUP WORKING SKILLS TO DEVELOP AND A BOND OF RESPECT AND TRUST TO BUILD BETWEEN TEACHER AND CHILD.

IN ORDER TO MAKE EACH CHILD FEEL AS COMFORTABLE AS POSSIBLE THE INTRODUCTION TO THE KINDERGARTEN CLASSROOM SHOULD BE A GRADUAL ONE AND ORIENTATION DAY IS THE STARTING POINT.



ORIENTATION DAY

Orientation Day will provide an opportunity for children to visit the classroom in small groups for a 20-45 minute time block. During this time children will explore the room and a few familiar materials, meet some of their classmates and be introduced to one or two of the more important classroom routines.

In planning Orientation Day you may want to consider the following options:

I. One-fourth of the class will visit at a time for 30 minutes.

9:00 - 9:30 9:45 - 10:15 10:30 - 11:00 11:15 - 11:45	T/Th class	12:30 - 1:00 1:15 - 1:45 2:00 - 2:30 2:45 - 3:15	M/W class

II. One-third of the class will visit at a time for 45 minutes.

9:00 - 9:45 10:00 - 10:45 11:00 - 11:45	T/Th class	12:30 - 1:15 1:30 - 2:15 2:30 - 3:15	M/W class

III. One-half of the class will visit for 45 minutes.
The following is a detailed schedule for this option.

ORIENTATION DAY

Four groups of children will each come for 45 minutes.

9:00 - 9:45 Half of T-Th class
10:30-11:15 Other half of T-Th class

1:00 - 1:45 Half of M-W class
2:30 - 3:15 Other half of M-W class

T-Th class will meet in the morning because they will come again on the next day.

GOALS: To provide children with a secure, positive introduction to classroom and materials, teacher, and half of their classmates.

To introduce the routines of choosing a table activity upon arrival and music and stories with a group

PREPARATION:

1. Name tags
2. Lockers labeled with children's names and color coded
3. Guides for parents' use in exploring the room and finding their child's locker.
4. Packets of information for parents that might include the health questionnaire, kindergarten questionnaire, immunization form, bus information, and alternate day schedule
5. Sign outside door with first week's schedule (See bottom of next page)
6. *Two Aides - Arrangements will be made by the principal.
   a) One in the hall at a table to:
      - direct parents to bring child to classroom first,
      - distribute and collect information from parents.
   b) One in the classroom "trouble shooting" and guiding parents and children.

   *Parent volunteer, librarian
7. Teacher: In the classroom near the door with name tags for children and room guides for parents.

PROCEDURE:

1. Parents bring child to classroom.

2. Teacher greets child and helps with name tags and coats.

3. Parents use room guide to help child explore the room, find his/her locker, and choose something to play with.

4. Parents leave when teacher has finished greeting children. Parents then complete information forms with the aide in the hallway and buy lunch tickets while they wait.

5. Teacher can chat informally with individual children as they work.

   About 9:30 (11:00, 1:30, 3:00), children clean up and gather on rug:

   a) Familiar song such as "If You're Happy"
   b) Poem, "The First Day of School"
   c) Begin "Number of Days in School" Caterpillar
   d) Story, Will I Have a Friend?

6. Prepare children for next time:

   "Toys will be on tables when you arrive; go right to work just like you did today."
   "More children will be here."
   "Because you will be here a little longer, we will also have recess and snack."

7. Dismiss at 9:45 (11:15, 1:45, 3:15)

POST A LARGE SIGN OUTSIDE KINDERGARTEN DOOR:

Thurs. Sept. 8	Fri. Sept. 9	Mon. Sept. 12	Tues. Sept. 13
T-Th class 9-11 a.m. NO LUNCH	M-W class 9-11 a.m. NO LUNCH	M-W class 9 - 2:30	T-Th class 9 - 2:30 Kdg. Parent Mtg. 7:30 p.m.

SAMPLE PARENT ROOM GUIDE - ORIENTATION DAY

_____
child's name

Welcome to kindergarten. I hope you are ready to go exploring. Your first task --- find your storage tub. It has your name on it and you'll find it in the storage case that has a _____ sitting on top. Put your tennis shoes in your storage tub and your other supplies in the plastic tubs on the round table.

Now look around the room. Can you find:

the bathrooms?
the drinking fountain?
the wooden blocks?
the housekeeping center?
the wooden alphabet letters and games?
the books?
the circle of tapes on the rug?

Next choose one of the activities set out on the tables and begin working.

***Parents, when your child is settled at an activity you can go to the gym and complete registration.

POEM: THE FIRST DAY OF SCHOOL

ON THE FIRST DAY OF SCHOOL,
EVERYTHING IS NEW.
IT'S YOUR FIRST DAY WITH ME,
AND IT'S MY FIRST DAY WITH YOU.

I'VE BEEN WAITING FOR TODAY.
HAVE YOU BEEN WAITING, TOO?
YOU LOOK JUST LIKE YOURSELF,
SO I FEEL AT HOME WITH YOU.

THERE'S A CUBBY FOR YOUR COAT,
THERE'S A TAG WITH YOUR NAME,
THERE'S A CHAIR AND PLACE FOR YOU.
I'M SO GLAD THAT YOU CAME.

- EVE MERRIAM

Elementary School Registration Card

Bus # _____	School	Teacher
B. Cert. _____	Insurance	_____
Day Care _____	_____	
Date of School Entry _____	Dental _____	Grade
		Room

Above space for school use only.

_____
Legal Last Name First Middle

Address _____ Zip Code _____ Phone _____ Place of Birth _____

Date of birth: _____ Age: _____ Years _____ Months Boy Girl
Month Day Year

Lives with: Father ☐ Mother ☐ Stepfather ☐ Stepmother ☐ Other ☐

Who has legal custody of this student? _____

Father's Name _____ Place of Employment _____ Bus. Phone _____

Mother's Name _____ Place of Employment _____ Bus. Phone _____

Stepmother's Name _____ Place of Employment _____ Bus. Phone _____

Stepfather's Name _____ Place of Employment _____ Bus. Phone _____

Guardian's Name (if other than parent) _____ Place of Employment _____ Bus. Phone _____

Brothers: Ages _____ Sisters. Ages _____

Day Care: (circle) M T W T F Name _____ Phone _____

Grade school last attended _____ Address _____ Zip _____

Has child previously attended a Bellingham school? _____ If yes, which one? _____ Grade _____

In the event of injury or sickness and parent cannot be reached, call (please supply two names):

1. _____ Address _____ Phone _____
2. _____ Address _____ Phone _____

If doctor needed, call _____ Phone _____

If doctor cannot be reached, permission is granted to secure emergency medical treatment for my child. Yes _____ No _____

_____
Approval and signature of parent or guardian

Please complete health and emergency information on the back of card.

Bellingham Public Schools

PARENT'S HEALTH QUESTIONNAIRE

TODAY'S DATE: _____ SCHOOL: _____

CHILD'S NAME: _____ TEACHER: _____

CHILD'S BIRTHDATE: _____ GRADE: _____

Dear Parent: This questionaire is designed to aid the school in anticipating any health problems that might affect your childs' learning.

I. Unusual prenatal or birth information _____

_____

_____

II. Early developmental history — Age

Sitting _____

Walking _____

Talking _____

III. Do you as this child's parent (or guardian) have any concerns about your child's health? _____

_____

_____

IV. Medical history of child — Circle One

Fainting spells	Yes	No
Seizures	Yes	No
Has or has had anemia	Yes	No
Nose bleeds (how often?) _____	Yes	No
Has child had any operations? _____	Yes	No
_____		
Tonsilitis, throat infections (how often?) _____	Yes	No
Ear infections (how often?) _____	Yes	No
Frequent colds (more than once a month?)	Yes	No
Urinary or bowel problems. Comments: _____	Yes	No
Does your child have any other illness or chronic condition?	Yes	No
If yes, comment _____		
_____		

V. Allergies - List Animals & Foods

Drugs, bees, animals, etc. _____	Yes	No
Hay Fever	Yes	No
Asthma, wheezing	Yes	No
Food allergy _____	Yes	No

VI. Vision

Child has been seen by an eye doctor, Known problem	Yes	No
Concerns about vision? _____		

VII. Hearing

Frequent earaches	Yes	No
Running ears	Yes	NO
Mouth-breather (never closes mouth)	Yes	No
Has anybody in family suffered from childhood deafness?	Yes	No
Concerns about hearing? _____		

VIII. Speech

Now speaks less clearly than other children — Yes No

Other concerns about speech? _____

IX. Growth

Do you have any concerns about his/her weight or height? — Yes No

If yes, comment _____

X. Development

Do you see your child as different in any way compared to other children his/her age? If yes, comment _____ — Yes No

_____

_____

_____

XI. Sleep habits

How many hours of sleep does your child get each night _____.

Does he/she presently take naps? — Yes No

XII. Medical care

Do you have a family physician? Who? _____ — Yes No

Is your child seeing a specialist? — Yes No

If yes, what speciality? _____

Has your child had a recent physical? — Yes No

Date of physical _____

Is your child on any medication (current or long-term) — Yes No

If yes, what medication _____

XIII. Dental care

Do you have a dentist? — Yes No

Who? _____

_____

Parent's (or Guardian) signature

Revised April 1982

KINDERGARTEN QUESTIONNAIRE

Parents' name_____, Address_____, Phone_____

Child's legal name_____, Nickname_____, Birthdate_____

Please tell me a little about your child.

1. Does your child have any allergies or health problems?

2. Is your child right handed, left handed, or no preference?

3. Has your child ever attended pre-school? If so, where?

4. How does your child feel about starting kindergarten?

5. What are your child's interests?

6. Who are your child's playmates?

7. What home responsibilities does your child have?

8. What do you like best about your child?

9. What else would you like me to know about your child?

How about you?

1. May I call on you to help with classroom activities? If so, what days and times are you available?

2. If you can't help in the classroom would you be willing to work on projects at home (typing, cooking, making games, preparing materials, etc.)?

3. Do you have a job or hobby you would be willing to share with the children?

The First Three Days

Once orientation day is over, plans need to be developed for the next few days of school. Remember, this is a new experience for children and the classroom approach needs to be slow and relaxed.

TYPICAL BEHAVIORS

Even with the best of planning you must remember how new the kindergarten experience is for many children. Do not be surprised if you encounter the following behaviors during the first weeks of school.

1. The child may be frightened by the new school experience and cry easily from physical and emotional fatigue.

2. The child who has not had a pre-school experience will probably have difficulty with procedures such as lining-up and stopping work at a designated time.

3. There is often apprehension about procedures for getting home. There is concern about being met, walking home, or catching the bus.

4. The child finds making new friends difficult and is concerned about relating to "the big kids" and other adults.

5. The child finds comfort in daily routine and time away from the teacher can be stressful.

Accept these behaviors as normal and keep them in mind as you review the sample plans that follow.

SCHEDULE PLANNING

EARLY DISMISSAL DAYS

9:00 - 11:00 or 11:30

Thursday, Sept. 8, 1983 - T-Th class
Friday, Sept. 9, 1983 - M-W class

GOALS: To reinforce feelings of security and success

To introduce children to their whole class and to function within a large group

To introduce: walking in a line
playground aide and rules
where and how to wash hands
lunchroom for snack
listening to directions for and carrying out a teacher-initiated activity

To introduce theme for early September: "Creeping Crawling Creatures"

8:45 Activities on Tables as Yesterday

Children come in and go right to work.

9:10 Circle:

1. Song "If You're Happy" repeated from yesterday
2. Day 2 of "Number of Days in School" caterpillar
3. Pass out name tags to familiarize children with each other's names.
4. Discuss worktime procedures:

   a) Choose a job, do it, clean up.
   b) Emphasize sorting blocks, etc., as part of clean up.
   c) Number of children in centers

Worktime (free choice of activities)

9:50 Recess

Meet aide
Rules for playground
Walking in a line

10:15 Wash hands - Snack in lunchroom

Story - The Very Hungry Caterpillar

Clay (everyone)

a) Teach how to soften it and use only on boards.
b) Suggest making Hungry Caterpillar, egg, food, for those who need ideas; or something of own choosing for those not ready for external ideas.

If dismissal time is 11:30, introduce procedure for what child is to do when teacher-initiated work is completed. Early in year, children choose any shelf job; later, directions may be more specific. (e.g. from math center)

10:50 Gather on Rug

1. Prepare for next time: full day will include things they are familiar with, plus lunch and rest.

2. Safety Song "I Stop, I Look, I Listen"

11:00 Dismiss

FIRST FULL DAY

Monday, September 12, 1983
Tuesday, September 13, 1983

8:45 Table Activities (clay, coloring, manipulatives)
Informal conversation

Teach each child how to use the lunch chart as he/she arrives. Take attendance and lunch count when all are settled into jobs.

9:25 Gather on Rug

1. Fingergame introduced, "The Visitor"
2. Day 3 of Caterpillar
3. Names of children reviewed

P.E. in classroom

1. Stationary direction following
2. Walk about room; freeze on clap
3. Sit for a brief discussion:

   Caterpillars creep and crawl. What else does? Do they have legs? How do they move?

4. Close your eyes. When you open them you are a creepy crawly creature. Creep about; freeze on clap.
5. Can you creep under something? behind? on? next to?
6. Creep back to the rug. Stretch out to relax. When you open your eyes, you are a boy or girl in charge of yourself.

9:50 Recess

10:15 Story - Reread The Hungry Caterpillar

1. Discuss growth of caterpillars using the story box.
2. Review the sequence again while giving directions for making a story envelope.
3. Students make their own story envelopes at tables.
4. Choose a quiet activity from shelves when finished.

11:00 Gather on Rug: Unfinished work can be completed after lunch.
Activity Song

Wash Hands

11:10 Lunch (This is 5 minutes early. They are VERY VERY slow at first.)

Aide needed to stay with kindergarten (only) the first week or two to teach expected behavior, routines, and help with trays and thermoses.

Fifth graders have been used sucessfully to help kindergarten through the lunch line the first time also.

11:35 Lunch Recess

12:00 Rest (on towels, lights out, no talking; add soft music and/or books to look at after the first week or two)

12:20 Worktime (free choice of activities)

Many children choose to play with storybox or own story envelope from morning work. Optional caterpillar growth booklet is available for those who choose it.

1:30 Story - 10 Little Caterpillars

1:40 Recess (with teacher)

2:10 Gather on Rug

1. Review "The Visitor" from this morning.
2. Repeat "The Visitor" with each child using the butterfly from his/her own story envelope from morning work.
3. Practice telling the story of caterpillar growth with each child using his/her own story envelope.
4. Safety song, "I Stop, I Look, I Listen"

2:30 Dismiss

"The Visitor"

A butterfly came to visit me.
First he landed on my knee.
Then he tried to taste my toes.
Now he's sitting on my nose!

SECOND FULL DAY

Wednesday, September 14, 1983
Thursday, September 15, 1983

8:45 Table Activities (clay, coloring, manipulatives)
Informal Conversation

Help each child with lunch chart as he/she arrives.
Take attendance and lunch count when all are settled into jobs.

9:15 Gather on Rug

1. Repeat "The Visitor." Model use of storybox for it.

2. Day 4 of Caterpillar

3. Introduce song "Little Arabella Miller"

P.E. in gym - Following Directions

1. Walk straight toward other side of gym. Freeze on clap.

2. Walk anywhere, using care not to touch others. Freeze on clap.

3. Creep and crawl anywhere. Freeze on clap.

4. Return to circle. Close your eyes. When you open them you are a tiny caterpillar egg on a big green leaf..... hatching into a caterpillar...resting...emerging as a butterfly...dry your wings...fly about, landing on flowers here and there.

6. Return to the circle. Stretch out to relax and return to being a boy or girl in charge of yourself.

9:50 Recess

10:15 Gather on Rug in circle - Introduce "collage"

1. Model decisions children will need to make
   - placements of shape
   - choice of colors

2. Teach children how to use paste.

3. Send the children to tables to work on individual collages.

When children are finished they choose a quiet activity from the shelves.

11:00 Gather-on Rug - Story - An Apple is Red

Singing Game - "Colors" from Hap Palmer

11:10 Lunch and Recess

12:00 Rest (as yesterday)

12:20 Worktime (free choice of activities)
Optional caterpillar growth booklet again

1:30 Recess (with teacher)

2:00 Draw "First Kindergarten Picture" for teacher's records.

2:15 Song - repeat "Little Arabella Miller"

Story - Down the River Without a Paddle
(butterfly story again)

2:30 Dismiss

"LITTLE ARABELLA MILLER"

Little Arabella Miller....found a wooly caterpillar.
First she put it on her mother...then upon her baby brother.
All said, "Little Arabella Miller, take away that caterpillar!"

THIRD FULL DAY

Friday, September 16 and Monday, September 19

Introduce: Chart for "The Visitor" poem

Locomotor movements for P.E.

"Steady beat" clapping for music

Sorting for math

Continue Creeping Crawling Creatures theme with books like Inch by Inch, Curious Kitten, etc.

Films, fingergames such as "Eensy Spider"

Draw self-portrait

*They will show fatigue on Friday, so plan easy activities with few directions to follow and lots of manipulative involvement.

PARENTS:

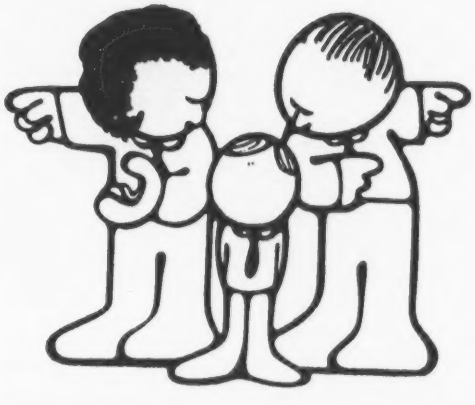
COMMUNICATION

AND

INVOLVEMENT

Kindergarten is an opportune time for establishing a positive working relationship with the home. Parents are interested in their child's first school experience and in learning about school, their child in school, and the goals and opportunities provided by the kindergarten program.

Ideas for furthering home/school communication follow.



Parent Meeting

In planning for the beginning of school the needs of children have been addressed but what about the needs of parents? This may be their first experience with kindergarten and they will be as anxious about school as their child.

As soon as possible begin planning for a parent meeting. The parent meeting should be held in the evening to maximize attendance and in an area that can comfortably seat adults. Open up your room after the meeting to those interested in exploring.

Send a note home to parents at least a week prior to the meeting and a reminder the day of the meeting.

The following outline may be used as a guide in planning.

Parent Orientation Meeting

*Welcoming the parents and introducing yourself and your principal to them is a natural beginning to the parent orientation meeting. This may also be the time to present:

- your daily schedule
- procedures for purchasing lunch or milk tickets
- sign-up for snack or volunteers
- hand-outs or supply lists
- bus schedules

*Once the operational information is covered, focus on the beginning goals of the kindergarten program. Describe the importance of developing positive school attitudes.

- I can make friends.
- I work successfully with others.
- I am a learner.

Also cover the skills for future learning.

- academic work habits
- problem solving skills
- classroom routine

*Describe some typical child behaviors during the early school year.

- fatigue
- anxiety
- socialization

*Discuss possible parent support techniques for the child at home. Hand out "Suggestions for Parents" on the next page.

- quiet time
- reassurance
- friend over

*Present or hand out the student learning objectives, explaining that these are the communities guidelines developed by parents, teachers, and administrators.

*Describe some general units or themes that are used to develop these abilities.

- weather
- animals
- plants

*The Bellingham School District has available to kindergarten teachers a slide presentation with taped musical accompaniment. This gives a general overview of the program and can be used as the conclusion of the meeting. Check it out from the audio-visual department and preview before showing.

Suggestions For Parents

How can I help my child in kindergarten?

1. Keep your child physically fit.
2. Help your child develop independence by giving him responsibilities appropriate to his age.
3. Help your child develop and express his own ideas.
4. Capitalize on curiosity and nurture it.
5. Help your child develop all senses by providing a wide variety of experiences.
6. Help your child develop language to its fullest.
7. Help your child develop a good self-concept.
8. Help your child build respect for others.
9. Help your child look forward to the school experience.
10. Read to your child daily.
11. Talk to your child and listen to him.
12. Help your child learn:
    a) to say his name, address, and telephone number,
    b) to tie his shoes,
    c) to button or zip his coat and put on boots and mittens.

Communication Ideas

A parent meeting is a good beginning to home-school communications but to continue this important process you may want to consider using the following techniques throughout the year.

The following list is only a beginning list of suggested ways to involve and communicate with parents.

1. Send a weekly or monthly newsletter including what has taken place in the room and the upcoming school events. (See sample, pages 68 - 70)

2. Send a "happy note" to communicate positive feelings to parents.

3. Call home to share good news.

4. Write thank you notes home to the parents who have assisted at school.

5. Make a home visit or send a birthday card to a child on his/her birthday.

6. Send notes home to encourage parents to help the children. Specific activities can be suggested.

7. Send home songs being sung in the classroom or poems being learned in the class.

8. Prepare a photo album of pictures of school activities. The children may take it home on a check-out basis as they would a library book.

9. "Super-Citizen" awards can be given on a regular basis.

10. "V.I.P." - One child per week can be appointed the very important person. Special activities are included each week for the honored child. (See pages 71 and 72)

11. Encourage parents to visit the classroom and see their child in action. (See observation guide, page 73)

12. Use parent help when appropriate. (See pages 74 - 76)

Newsletter Samples

TO THE PARENTS FROM THE TEACHER . . . .

This has been a very busy week for the "Eight Is Great" classroom. With only four days of school this week (remember there is no school on Friday), we have been doing double time.

On Monday we started our unit on Christopher Columbus. Have you heard the story about the boy that lived in a town like Bellingham and its bay with ships that come and go? We also began doing our handwriting from sentences that were written on the board. We had to supply a missing word to each sentence and then make the proper color picture. We also worked on our "ME" books.

On Tuesday we continued with Christopher Columbus. Didn't our pictures of Queen Isabelle and King Ferdinand turn out nicely? Mr. Bruner in Physical Education checked us on our throwing arm. We stood on the edge of the playground and threw out into the field as far as we could. WOW!

Mrs. Mullen shared two very nice Halloween stories with us during library time. Our book bags really make a nice suitcase for our books to travel back and forth in.

On Wednesday we continued with our handwriting and worked on two pages for our "ME" books. First, we did our school page in the morning, and then the "What Will I Be?" page in the afternoon. We also continued our story of Christopher Columbus by doing a stencil activity of the three ships. Three of the children worked together at a time for a beautiful display of cooperation plus an art project. We're going to save them for Open House, so be sure to come and see! We also had a double birthday today. Both Shawna and Isaiah were seven today.

On Thursday we completed our unit on Christopher with a global map of the big trip to the new world. Why was Columbus taking such a dangerous trip? Ask your child. We also enjoyed a sample of the two food items that Columbus found in the West Indies and returned with to Spain. Sweet Potatoes and Pineapple

Perhaps you and your child could make Columbus boats for dinner this week. Take one can chunk pineapple, drain, set each piece up on a side. Cut a small square of paper and thread on a toothpick. Stick one end of the toothpick in the pineapple. A Columbus Boat!

Have a happy and safe three days with your child. . . . . .

ENJOY. . . . . The Teacher

October_____, ____

Dear Parents,

Sharing is an important part of our curriculum. It allows experience in oral speaking and listening. It also strengthens self-confidence and group poise.

But to be fully beneficial, there must be some guidelines. Each child has been assigned one sharing day during the week, Tuesday, Wednesday, or Thursday. On that day one item should be brought to school in the ever-present book bag.

What can be shared? Items related to science are good. Records or books are also fine. Toys are alright, as long as repetition is kept to a minimum. Your guidance and assistance would be greatly appreciated.

Thank you,

_____

PLEASE POST:

Tuesday Wednesday Thursday

September_____

Dear Parents,

There will be many important notes coming home this week. Please check book bags and lunch pails carefully. You might wish to post some of them for future reference.

I am looking forward to seeing you and your child at Open House on Thursday, September _____.

Sincerely,

_____

MONDAY: Practice the following letters on the attached handwriting sheet. i m n r - remember to start at the belt line.

TUESDAY: Practice the numerals 0 1 2 3 4 5 using our special three lines.

WEDNESDAY: Share your library book with Mom or Dad.

THURSDAY: Bring the family and come to the Chili Feed and Open House.

FRIDAY: Today is Library Day. Remember to bring back your book.

Have a very safe week-end. Can you find a spider web hanging on a bush?

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VIP Days

VIP activities provide an opportunity to make a very special time for every child. Early in the year, ask parents to sign up for a time that will be significant for their child. They may select a date near the child's birthday or a favorite holiday. They may want to plan a time for an "un-birthday" for a summer birthday child. At sign-up time, explain the VIP program to the parents. Additionally, plan to send a reminder home the week before the child's VIP week. Below are some suggested ideas.

- "Guess who?" Ask parents to send 3-4 baby photos.
- "These are a few of my favorite things." Ask the child to share a favorite toy, book, record, or pet.
- "Scrumdillyicious!" Ask parents to send the child's favorite snack.
- "These are the people I love." Invite members of the child's family to come for a short sharing time.

You may want to plan to be the first VIP yourself to serve as a model for future VIP's.

Occasionally a parent will not assist the child in planning for the VIP week. In this case, you can work with the child to plan special events. You may wish to keep a special treat on hand "just in case".

If a working parent cannot visit the classroom, grandparents or babysitters may enjoy visiting or an older brother or sister may come to read a story to the class.

January ____, ____

Dear Parents,

What is a V.I.P? A V.I.P. is a VERY IMPORTANT PERSON and your son or daughter will have the opportunity to reign as a V.I.P. in the next few months. Certainly we all are V.I.P.s, but sometimes it is nice to call special attention to this fact.

The following schedule will give you your date. The time for each program will be 1:45 p.m. Any conflicts can certainly be worked out, so please let me know as soon as possible.

What does a V.I.P. day involve? When it is your child's V.I.P. day, I would like them to share a part of themselves. Ideas are: 1) baby pictures or films, 2) hobbies or collections, 3) immediate family or relatives -- a good opportunity for Dad, Mom, Grandma, Grandpa, sisters, brothers, aunts, uncles, cousins or a special family friend to join us, 4) pets, 5) etc. The reign is for the day -- sit in a special chair, wear a special button, receive a speical chart and certificate, but the actual sharing time amounts to about 30 minutes.

Please mark your calendar and when the time comes, assist your child in sharing what makes them special, and indeed a V.I.P.!!!!!

Sincerely,

_____

P.S. Please remember that we are flexible and dates and times can be changed so that the V.I.P.'s family can join us.

Name Date Name Date

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Kindergarten Observation Guide For Parents

We have devised this observation guide in order to help you focus on you child's behavior within our classroom. Please feel free to ask questions at the end of the observation period.

RUG TIME & GROUP ACTIVITIES

Does he participate in group discussions?
Does he speak clearly if he has something to say?
Does he enjoy singing?
Does he participate or just sit?
Does he watch the teacher for signals?
Is he content to wait his turn?
Does he follow directions?

RHYTHMS, POEMS, AND FINGERPLAYS

Does he take part in the rhythms and seem to enjoy them?
Does he move in time with the music to the best of his ability?
Does he enjoy the poems and fingerplays?

WORK PERIOD AND LEARNING TIME

Does he plan his work and then follow through with plans?
Does he work independently?
Is he really thinking while he works?
Does he want to make something well?
Does he use the materials well?
Does he finish what he has started?
Does he clean up after himself?
Does he help others clean up when he is finished?
When playing, does he share toys with others?
Does he play alone, with another child, or in a group?
Does he bring his work to be shared?
Is he a good listener when others are talking?

OUTDOOR PLAY

Does he share toys with others and wait for his turn?
Does he enjoy playing?

QUIET TIME

Does he fully relax and rest?

STORY TIME

Does he come quickly and get ready for the story?
Does he enjoy the story?
Can he sit still and listen?

DOES YOUR CHILD APPEAR TO BE HAPPY IN SCHOOL?

Parents In The Classroom

Working with parents in the classroom can be a rewarding experience as well as a demanding one. If used effectively, parents can be a wealth of resources. They can provide extra individualized attention - a lap to sit on, a hug for that special child, an interested listener. Parents are often willing to help with housekeeping chores - filling paint cartons, stapling books, cutting out projects. They can share hobbies, special talents and occupations.

Before beginning a parent volunteer program remember that planning for an extra person in the classroom demands special organization and extra preparation time. Providing worthwhile experiences involves a mutual obligation between the volunteer and the teacher. The teacher is responsible for explaining expectations and duties. In turn, the parents need to realize the importance of their role in the classroom. They must be willing to make a definite commitment of time and energy.

Helping In The Classroom

The following is a list of ways parents can help in the classroom:

- Read stories, individually or in a group
- Supervise art center; help with art projects
- Make games
- Help children learn measurements by measuring sand, cereal, beans, etc. in containers
- Help create more positive, progressive play in housekeeping center, blocks, and truck center
- Play games with children, individually or in a group
- Put puzzles together with children, individually or in a group
- Tell about own hobbies and occupations and help children with same -- painting lesson, woodworking, sewing, etc.
- Work with different musical instruments
- Sing with small group of children
- Show pictures and let child tell feelings or describe what is taking place in the picture
- Encourage children to talk, ask questions, listen
- Hold a child on their lap
- Help children learn to tie shoes, buttom and zip coats, and put on boots
- Help children learn parents name, address, and telephone number
- Take dictation
- Assist with cooking projects
- Help in learning center
- Help children make book

Helping At Home

For parents who cannot help in the classroom the following is a list of ways they can help at home.

- Make classroom games
- Type stories
- Collect art materials for projects
- Coordinate parties
- Staple books together
- Make bean bags
- Make musical instruments
- Make and mend doll clothes
- Help with telephone duties
- Build cages, bookshelves, doll houses, etc.
- Take pets over vacation
- Help with bulletin boards
- Assemble teaching aids - flannel boards, individual pocket charts, chalkboards, etc.
- Bake
- Send ingredients for baking projects

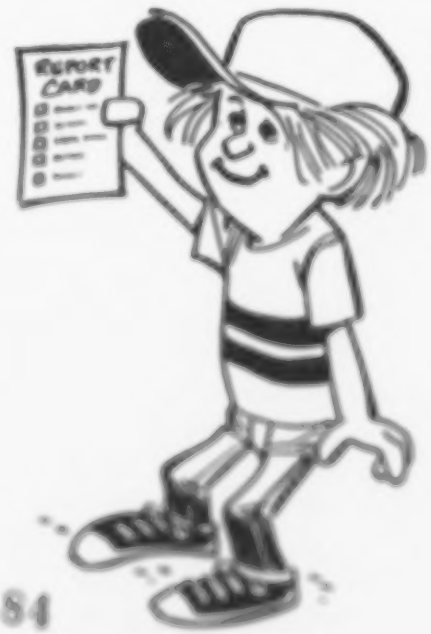
Reporting Student Progress

Aside from the informal communication between home and school there are three formal reporting periods. The first, in November, is a two way conference between the teacher and parent(s). The focus of this conference is on the child's social and emotional adjustment to the kindergarten classroom. It provides an opportunity to exchange information pertinent to the child's educational experience.

The second reporting period is in March. At this time a formal report is sent home indicating the social, emotional, and academic growth of each child. If there is some concern about the child's placement for the following year, the parent(s) need to be informed of this in writing. A conference may also be scheduled if requested by the teacher or parent(s).

In June a final report is sent home. The report will again speak to the child's social, emotional, and academic growth and may include suggestions for summer activities.

A sample of the report form has been included as well as some check lists and suggestions you may want to consider when evaluating children.



REPORT TO PARENTS
BELLINGHAM PUBLIC SCHOOLS
Bellingham, Washington
Kindergarten

WHITE	SCHOOL COPY
YELLOW	FINAL REPORT
PINK	MID-YEAR REPORT
GOLDENROD	FALL CONFERENCE

Child_____

Parent_____

Teacher_____

School_____

Year_____

This evaluation is based upon teacher assessment of your child's current progress toward the attainment of the Bellingham School District Student Learning Objectives for this grade level.

KEY: + above average
√ satisfactory progress
- experiencing difficulty

	Conference Report	Mid-Year Report	Final Report
PERSONAL AND SOCIAL GROWTH			
Work Habits			
Initiates work			
Attends to group instruction			
Follows directions			
Works independently			
Attends to task			
Completes work within reasonable time limit			
Takes responsibility for clean-up			
Growth as an Individual			
Shows positive attitude towards learning			
Is self-reliant			
Shows self-control in behavior			
Responds positively to adult direction			
Growth as a Group Member			
Makes friends			
Cooperates with others			
Follows classroom and school rules			
READING			
Is expanding vocabulary			
Is developing phonic and decoding skills			
Understands what is read aloud			
Uses appropriate study skills			
Enjoys books and stories			
LANGUAGE ARTS			
Listens without interrupting			
Expresses ideas well orally			
Participates effectively in discussion			
Writes name			
Dictates ideas to be written			
MATHEMATICS			
Recalls math facts			
Computes accurately			
Demonstrates understanding of basic concepts			
PARTICIPATES IN:			
Science			
Social Studies			
Art			
Physical Education			
Music			

FINAL REPORT:

Attendance: _____days present _____ days absent

_____is assigned to the _____ grade for next year.

Indicates: High or positive self-esteem	Indicates: Low or negative self-esteem	Behavioral Indicators Of Self-Esteem In Young Children — BEHAVIORS	Correlation with Developmental Domains* Physical	Cognitive	Social	Emotional
		Often says, "I can do that."	•	•	•	
		Rarely speaks in large group or circle time		•	•	
		Volunteers to answer teacher's questions during circle time		•	•	
		Maintains direct eye contact when speaking with others			•	
		Avoids looking at others; looks down towards floor when speaking			•	
		Takes care of school property; returns materials to proper place			•	
		Destroys classroom materials			•	
		Enjoys playing different roles in the housekeeping or dramatic play center		•	•	
		Often asks other children to join in play activities			•	
		Prefers to play alone			•	
		Has good posture; stands and walks upright	•		•	
		Sucks thumb	•		•	•
		Bites nails or fingers	•		•	•
		Cries excessively for no apparent reason				•
		Clearly and eagerly expresses feelings when excited or upset				•
		Whines rather than expresses needs or feelings in words				•
		Always "tells teacher" about another child's misbehavior		•	•	
		Works out peer problems with peers, rather than always telling the teacher		•	•	•
		Has poor posture; slumps when standing and walking	•		•	
		Is willing to share materials with others			•	•
		Tears up papers and "starts over" if one error is made		•		
		Often verbalizes negative feelings about others (e.g., "He's dumb")			•	
		Makes positive verbal comments about friends, family, and teachers			•	•
		Helps other children when they need assistance		•	•	
		Suggests alternative, innovative method and new ideas for completing projects		•		
		Is reluctant about trying new activities		•		
		Offers suggestions for solving problems		•		
		Participates eagerly in outdoor play activities	•		•	
		Will not engage in gross motor play or outdoor group games	•			
		Upon arrival at school, always waits to be told what to do		•		
		Seldom laughs or smiles			•	•

This checklist may help you focus on the child's self-esteem.

Using the Chart

1. Instructions: Read the following list of behaviors. If the behavior is part of the child's pattern, make a check mark in the box to the left of the description. (To help identify behavioral patterns within the developmental domains, each behavior has been coded(*) to one or more areas of development.)

2. After completing the checklist, add the number of checks in the two columns. If there is a considerable difference between the two numbers and the largest total is in the column of positive behavioral indicators, the child is probably feeling good about himself/herself and hence has high self-esteem. If the totals are equal or the largest number is in the column of negative behavioral indicators, the child may be having self-doubts and therefore low self-esteem. Additionally, if the negative behavioral indicators appear to be clustered in one or two developmental domains, it is possible that the child is experiencing low self-esteem concerning those areas only and may not have poor self-esteem in all respects (for example, negative behavioral indicators might appear in the social and emotional areas while the child had high self-esteem about physical skills). ↓

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This checklist may help you focus on the social development and self-concept of your children.

KINDERGARTEN FIRST QUARTER

SOCIAL DEVELOPMENT CHECK LIST

STAGE

- Solitary Play
- Parallel Play
- Co-operative

INTERACTIONS

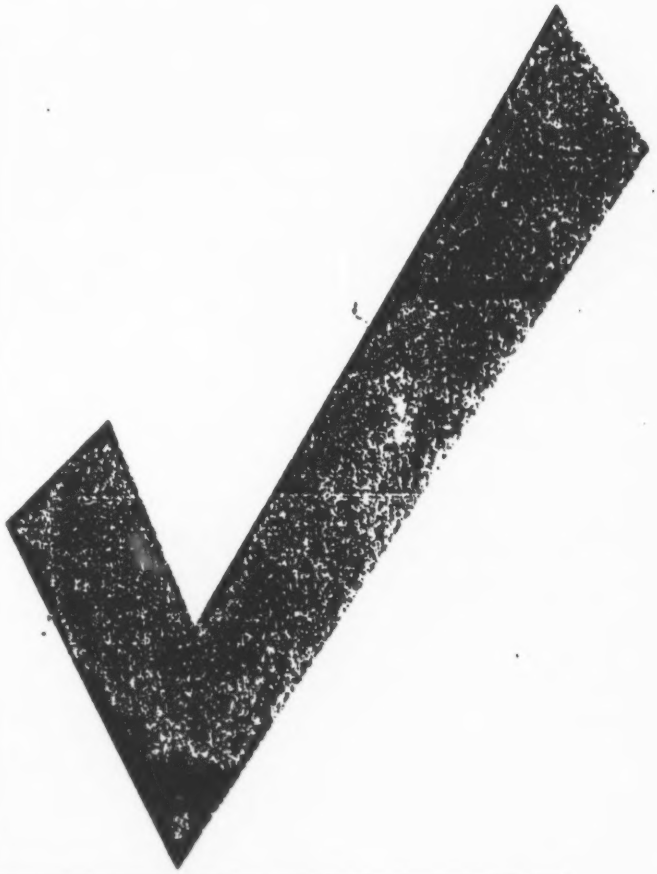
- Makes initial move _____
- Stays involved _____
- Asks to take before taking others' things _____
- Offers help to others _____
- Takes turns _____
- Asserts self _____
- Suggests solutions to problems _____
- Submits own will to group's interest _____
- Has fun in activities _____

COMMUNICATION

- Talks with peers _____
- Asks questions of peers _____
- Talks with adults _____
- Asks questions of adults _____
- Watches other people _____
- Listens to other people _____
- Smiles during play _____

DEVELOPING TRAITS

- Plays with only one other _____
- Plays with small group _____
- Appears happy _____
- Ascendant behavior (bossy) _____
- Dependent on others _____
- Solves problems with peers (doesn't tattle) _____
- Friendly vs. hostile interactions _____
- Shares materials (generous)
- Strong desire for social approval _____
- Competitive _____
- Sensitive to others _____



PARENT QUESTIONNAIRE

Child's Name _____

1. Special fears?
2. Anything at school trouble child?
3. Birth difficulty, development problems?
4. Any health problems now?
5. Spends time after school?
6. Responsibilities at home?
7. Does he/she enjoy being read to?
8. What kind of discipline works best at home?
9. Any special situations school should know about?

SELF-CONCEPT INVENTORY

	YES	NO	?
1. Are you good at drawing?			
2. Do you like the way you look?			
3. Do your teachers like you?			
4. Do the girls like you?			
5. Do you do good work at school?			
6. Do you like school?			
7. Are you smart?			
8. Do the boys like you?			
9. Do you like yourself?			
10. Are you a good listener?			

What do you like to do after school?

If you could have anything you want, what would you ask for?

Parent Conference Suggestions

PREFACE

Once upon a time there was a sage who said, "One picture is worth 10,000 words." But the sage lived a very long time ago -- before there were such things as parent/teacher conferences.

No picture of Freddy at school can tell what his teacher can tell of how he gets along with others, attacks his work, or reacts to disappointment. And no picture of Freddy at home can tell what his mother can tell about his fear of tests, his arrowhead collection, and his asthma attacks.

Nor can a picture clear up the misconceptions that sometimes spring up from Freddy's dubious talent as a reporter or provide the blueprint of how home and school can work together to help Freddy succeed.

Yet the good parent/teacher conference can do most of these things. Because it can, more and more school systems are making such personalized conferences a part of their regular program. And because the conferences are so important, Bellingham classroom teachers are putting hard work and careful planning into preparations for them.

LET'S REMEMBER

The parent brings to the conference his own very special understanding of what the child is like at home. You, the teacher, bring an insight of what the child is like at school and how he is progressing in his school work. From this perspective, everybody -- most of all the child -- gains. Teachers, "sold" on this method of reporting, suggest that the beginner remember these points:

*Picture yourself in the parent's shoes. On the one hand he wants an honest report from you as to how his child is measuring up; on the other, he may dread the real blow of hearing that his child is not doing well in some area. If there is a problem, try to phrase it tactfully... "I need help in understanding why it's so difficult for Tommy to concentrate. Can you think of anything that might be bothering him?"

*Listen closely and sympathetically. You'll learn things that will help you to deal with each child. Remember, you may be the only person the parent thinks he can confide in. Accept what he has to say without being shocked or resentful. If he argues that it's the school's fault because Ann isn't learning, don't slap back. Listen some more, then say quietly: "You feel the school is to blame. Well, then, how can you and I work together to clear up this situation?"

*Begin your report with encouraging news about the child. "I'm very proud of the way Bill helps me on the playground."

Don't send the parent away loaded down with a bushel of suggestions. Concentrate on one or two things on which you can work together to help the child. Similarly, don't confuse the parent by trying to show every piece of work Kitty has done in three months. What you don't show in the conference, Kitty and her mother and dad can look over at home.

*Don't press inquiries if the parent is reticent. As one parent remarked: "I don't mind telling almost anything, but I don't like to be asked!"

*You may get an unflattering earful about "that" former teacher who taught Eddie. Here you will want to be sure your attitude reflects only good of that teacher and of other teachers and schools too.

*Don't give the parent the impression he has "had it" when the session is through. Make clear you welcome the chance to confer with him at any time.

PARENT TEACHER CONFERENCE SUGGESTIONS

1. A teacher preparing for conferences should have certain information on hand. The teacher should know the child's ability (in terms of average, superior, etc., not as specific I.Q.). The teacher should be prepared to tell whether the child is working up to grade level, whether he is working up to his ability, where he is strong and where he is weak.

2. Provide a pleasant setting for conference. Sit at a table rather than behind the teacher's desk. The classroom should be attractive and the conference area neat. A vase of flowers may help. Provide adult size chairs so you can be comfortable. Provide chairs outside your door for waiting parents.

3. Be honest with parents -- not brutal -- but bring out the facts.

4. Provide representative samples of the child's work for parents to discuss.

5. Provide samples of school books we use.

6. Prepare by observing very closely a few children each day. Record pertinent items for conference topics.

7. LET THE PARENT TALK. One purpose of the interview is to let the parents tell the teacher things about the child that will help the teacher work with the child.

   Word questions so the parent discusses the child and his faults. You tell the parent what is good. This indirect method helps you to work together.

8. Be ethical. Parents need to know that you will be ethical with information given you in confidence. Do not discuss a child's problems with parents other than his own.

IDEAS FOR GOOD PARENT/TEACHER RELATIONS THROUGHOUT THE YEAR

1. Feel friendly toward the parent and interested in his child. He needs to know that his child is an individual to you and that you are concerned with his child's progress and problems.

2. Remember we all are human beings, parents included; the same rules of psychology and learning apply to them as apply to your children.

3. Parents, too, have individual differences; try to understand them. Many are insecure and afraid of the teacher; help them to know you accept them.

4. Remember the parent has the basic responsibility for the child; do nothing to undermine it. Do not leave the parent with guilt feelings. Let him know that you think he is trying.

5. Parents welcome your pleasantness and willingness to listen. Be honest, direct and kind. Talk with them, not to them.

6. Be informed and able to answer inquiries about your school, its policies and your own program. Be specific and to the point. If there are misconceptions, correct them calmly with facts.

7. Parents want to know "What's going to happen to my child and why?" An early group conference paves the way to good relationships.

8. Talk over a child's problems where you cannot be overhead. Parents need to know that you will be ethical with information given you in confidence. Do not discuss a child's problems with parents other than his own. Tell them frankly, "Now we are talking over how we may help your child. You can be assured that we will not discuss his problems with anyone else."

PARENT CONFERENCE SUGGESTIONS

Questions which may help guide the discussion.....

Relationships with other people

Tell me about _____. What does she like to do alone or with friends, brothers or sisters? Does she have a favorite toy?

What experiences has he had with children his own age?

How well does he get along with other children? How does he maintain his rights?

How does she react to adults?

What group experiences has he had? (nursery school, day care)

Relation to the world of ideas

What trips and experiences has he had away from his neighborhood?

How did he react to these?

Any pets in the home? Does she help care for these?

How well does he express himself verbally?

What experiences has he had with books, music, creative materials?

Relation to Physical Environment

How much responsibility does he assume for dressing himself?

How well does she take care of herself for toileting?

How much help does he need in putting away his toys?

What skills does she have in using playground equipment?

Any special fears?

Does he have any physical problems which will affect his participation at school?

How well does he eat? Allergies?

How well does she rest at night? Naptime?

Personal Characteristics

Which of his traits do you find delightful? Which cause you concern?

How does she usually respond to a new situation?

How does he respond when his desires are thwarted?

What techniques have you found most effective in getting her to do things she doesn't particularly want to do?

Parent

Have you special talents, abilities, or interests you'd like to share with us at school?

How are you feeling about school? How does your child feel about school?

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Article omited from ERIC copy is:
"When Parents of Kindergarteners Ask "Why?"
by Barbara Simmons and JoAnn Brewer.

PART III - INSTRUCTION

A. WELCOME TO KINDERGARTEN PAGE 1

The Learning Setting: A Guided Tour

B. THE KINDERGARTEN PROGRAM PAGE 4

Language Arts

Math

Social Studies

Science

Art

Music

Physical Education

C. ORGANIZING AND PROVIDING INSTRUCTION PAGE 30

Learning Centers

Themes for Instruction

A Model Theme: Fall

A. WELCOME TO KINDERGARTEN

THE LEARNING SETTING: A GUIDED TOUR

Strategies For Instruction

A variety of activities and teaching strategies occur in a kindergarten classroom. The strategies a teacher applies take into consideration:

- the needs of the child as an individual or member of a group.
- the objectives for instruction.
- the content to be covered.
- the materials available.

All activities in the kindergarten classroom are carefully planned. Some involve direct instruction by the teacher. Other activities provide opportunities for students to learn independently.

DIRECT INSTRUCTIONAL ACTIVITIES

Teachers provide direct instruction for the entire class, for small groups, and for individual students.

Large Group activities may be appropriate for:

- opening routines
- introduction to a new concept
- storytime
- sharing
- brainstorming
- instructions
- group process skills
- music
- physical education
- art

Small Group or individual activities may be appropriate for:

- individualized instruction in reading, math, and other subject areas
- creative dramatics
- art
- counseling for social growth

INDEPENDENT ACTIVITIES

During a part of each day students have the opportunity to select activities and work independently. Some are teacher-prepared center-type activities in which all students participate at different times throughout the day. Other activities are optional and respond to the wide variety of individual interests and needs.

Center Activity time provides structured exploration and paractice for students while the teacher works with different groups or individual students.

The focus of center activities may include:

- math
- science
- social studies
- art
- music
- language arts
- small motor and perceptual skills

Independent Activity time responds to individual interests and needs for application and extension of skills previously taught and the opportunity to make choices.

For the teacher it is a time to observe, interact, facilitate, and counsel individual students.

Materials for independent activities include:

- puzzles
- blocks
- books
- math manipulatives
- paints
- clay
- cut and paste
- cars, trucks
- legos

The Importance of Play

Play is an essential activity for young children. It is their work! It enables them to grow socially, emotionally, intellectually, and physically.

Constructive play is a preliminary stage in the development of skills. Manipulating objects, working with Unifix Cubes to make patterns, interacting in the house corner, cutting, pasting, coloring, and writing are examples of constructive play.

Play fosters creativity, problem solving, language learning, and the development of social roles.

Young children are better able to express their feelings, gather information, and understand their world through play. The child must play with new information in order to understand it.

Much can be learned about children's concepts of social roles and obligations, their understanding of the physical environment, and their knowledge of language structure by observing them at play.

Children work better, learn better, and grow better if time is provided for constructive play.

B. THE KINDERGARTEN PROGRAM

The Kindergarten Program provides a continuity of experiences which promote a strong meaningful base on which the next steps in education can be built.

The focus of instruction, district student learning objectives, and appropriate activities are provided for each subject area.

Language Arts

Social Studies

Mathematics

Science

Art

Music

Physical Education

LANGUAGE ARTS

LANGUAGE ARTS

Language is communication and as such embraces speaking, listening, reading, and writing. It has tools called words, a discipline called grammar, and a letter arrangement called spelling. The features of language are indivisible. To try to isolate them is to attempt to divide that which cannot be divided. Language is best thought of not as a group of subjects but as a means of formulating all human experiences. For children langauge provides a means of expressing their experiences both in and out of school, real or imaginary.

ORAL LANGUAGE

Communication for young children begins in the formal sense with oral language. Oral language skills are the most important skills in a language arts program. To have good writers and good readers one must first have good talkers. Thus, the kindergarten language arts program begins with the language children bring to school and builds on individual abilities by surrounding the children with relevant experiences and activities. In a friendly atmosphere children will talk -- in a stimulating one they must talk. Therefore any situation where children are actively involved in tackling a real problem gives use to an opportunity for free flowing language that defines, labels, questions, analyzes, synthesizes, and compares these experiences.

By talking to children, the teacher models increasingly complex syntax and vocabulary and develops comprehension by connecting language to experiences.

These oral language skills then become the foundation for the development of reading and writing skills. What children think or say can be written down and once written down can be read. The more clearly children express ideas the more precise the ideas will be on paper and the more intelligible they will be to the reader.

Before children come to school they may have had the opportunity to experiment with writing and form generalizations about print. This experimentation should be encouraged and extended in the kindergarten.

WRITTEN LANGUAGE

Writing in kindergarten as in other grades is taught as a process. Pre-writing usually takes the form of a picture and the writing is often done by the teacher as children dictate the story. Revision can occur if children are preparing to publish but generally language is accepted as first presented. As children's small muscle co-ordination develops, they are encouraged to begin copying underneath the teacher's writing and to experiment with writing independently. A sense of audience develops when children have the opportunity to share their finished products in a group situation.

Through these activities children begin to realize that print has meaning and that it functions in a particular way. It moves from left to right and from top to bottom. It's made up of distinct units called words which are formed by little squiggles called letters. These letters have upper and lower case forms and each has a particular name and often more than one sound associated with it.

Formal reading instruction begins as soon as children become aware of print. That's why the writing process is so important. Kindergarten children are given the opportunity to experience print in meaningful ways. They first examine print in their environment - on stores, signs, labels, menus, etc. Then they are encouraged to explore print in songs, poems, and books. Through this exploration the directionality of print is reinforced and the one-to-one correspondence between the written and spoken word is discovered. The foundation is also laid for developing the necessary strategies to become independent readers - the awareness of sentence structure, context, picture clues, and letter details.

EXTENDING READING AND WRITING SKILLS

For most children these experiences not only increase language facility but serve as their first formal introduction to the role of print in the communication process. However, there are children who come to kindergarten as readers and writers. They need to be encouraged to continue their interest in books and to explore the writings of particular children's authors. Opportunities are provided for the continued development of their reading and writing skills. The kindergarten teacher works closely with the building reading teacher so that an appropriate instructional program is provided.

ACTIVITIES FOR DEVELOPING LANGUAGE SKILLS

Kindergarten is the instructional setting for five and six year olds with particular needs and learning styles. Reading, writing, and oral language skills will often be introduced and practiced through the following experiences and activities:

Discussion - Experiences which give children a reason to communicate lead to small and large group discussions which offer opportunities for verbal interaction and participation. Communication skills develop when children are free to use oral language in formal and informal situations.

Listening and Responding To Children's Literature - Listening and responding to good children's literature is vital in building an interest in the printed page and an awareness of story elements and story language. It provides for the development of vocabulary and comprehension skills and an appreciation of good literature.

Creative Dramatics - Children enjoy acting out a story that is familiar. They expand their own language by using the language of the characters in their enactments.

Puppetry - Children who are shy and reluctant to speak in front of others may turn into extroverts when hiding behind a puppet character. Puppets encourage language development and an exploration of emotions.

Choral Reading - Poetry and stories with a pattern encourage children to join in spontaneously to interact with print in meaningful ways and to experience the stress and intonation patterns of language.

Dictation - This process demonstrates to the children that what they think and say is important enough to be written down and read. While providing a means of recording observations and experiences it also focuses attention on the components of print.

Bookmaking - Whether it is a simple word book, an extension of a familiar form, or an original story, involving children in bookmaking leads to a better understanding of how print functions, how a book goes together, and allows children to become authors.

OBJECTIVES FOR LANGUAGE INSTRUCTION

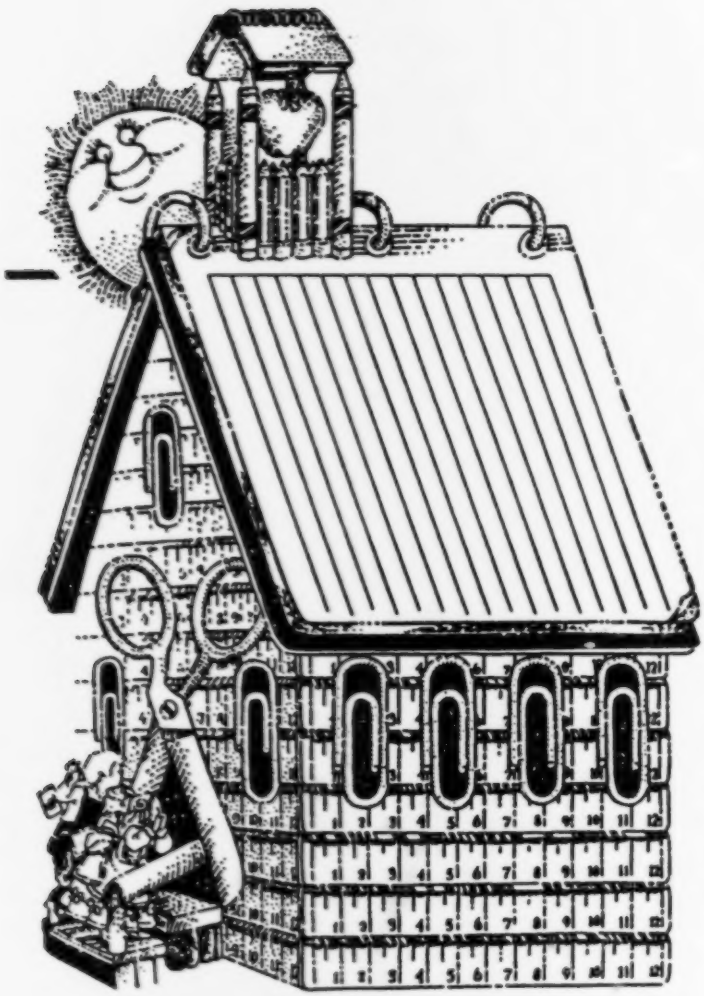
Teachers are responsible for the development of skills identified in district guides. The current adopted textbook series supports these objectives and could be used as a resource for planning, instruction, and evaluation.

Many informal and formal experiences throughout the kindergarten year help children:

- listen attentively for specific purposes.
- recognize and use appropriate language in formal and informal situations.
- participate in conversations and discussions.
- express ideas conveyed by pictures.
- dictate ideas to be written.
- follow oral directions.
- relate reactions to stories.
- recognize and name objects, shapes, colors, and sizes.
- scan print left to right/top to bottom.
- demonstrate eye-hand coordination.
- identify print components - words, spaces, letters.
- recognize and name capital and small letters.
- recognize the correspondence between spoken words and print.
- recognize sound-letter relationships, similarities and differences in initial and final consonants.
- recognize letter/rhyming sound relationships of word families.
- increase vocabulary through participation in discussion and group experiences.
- recall details, characters, and sequence of a story read aloud.
- recall sequence of two or three events.
- predict outcomes of a story read aloud.

- distinguish between reality and fantasy.
- recognize literary forms: drama, fiction, non-fiction, poetry.
- recognize meanings of symbols and signs.
- repeat address and phone number.
- begin to use library to select books for enjoyment.
- identify with characters, events, and moods and relate to personal experiences.
- become aware of variations in authors' and illustrators' forms and techniques.
- recognize and write own name.
- initiate writing activities.

MATHEMATICS



MATHEMATICS

The world of mathematics is one of abstractions largely concerned with symbols. These symbols have been invented by man to help him discover and record the structures, patterns, and relationships within the universe.

For this reason mathematics can only be learned by being created, and for children this occurs first through the use of concrete materials.

Instruction from the earliest stages involves children in "hands-on" experiences with mathematics that reveal its patterns, its structures, and the nature of quantitative relationships.

Mathematics is:

- counting, describing, and comparing.
- handling, balancing, and fitting together.
- measuring, recording, and proving.

But more than this, it's involving children in real life situations at a level of thinking that requires problem solving.

OBJECTIVES FOR MATHEMATICS INSTRUCTION

Teachers are responsible for the development of skills identified in the district guide. The current adopted textbook series supports these objectives and could be used as a resource for planning, instruction, and evaluation.

Through a variety of experiences the kindergarten child will:

- count to 20 starting with any number.
- count backward from 10 starting with any number.
- recognize three objects without counting.
- recognize names of days of week and months of year.
- recognize clock as a tool for measuring time.
- identify penny, nickel, and dime.
- identify and classify basic geometric shapes.
- determine the number of objects in a set and relate the numerals (0-10) to objects of the set.
- identify, order, and write numerals 0-10.
- compare sets with same as, more than, less than.
- compare objects which are taller/shorter, heavier/lighter, bigger/smaller.
- sort and classify items with common characteristics.
- identify, reproduce, and extend patterns using real objects.
- participate in developing and interpreting simple graphs.
- estimate answers.

SOCIAL STUDIES

SOCIAL STUDIES

The social studies are concerned with the child's relations with other people and his adaptation to and understanding of his physical, economic, social, cultural, and changing environment. The entire area of the child's behavior in interaction with other individuals and with groups is considered part of the social studies in kindergarten.

A variety of experiences throughout the kindergarten year will help the child:

- develop a positive attitude and understanding toward self and others,
- work constructively within a democratic society, and
- gather and process information about the child's world.

Through interaction with the teacher and other children in the classroom, the kindergarten child has the opportunity to develop an appreciation for the uniqueness of self. Recognition of individual likenesses and differences and acceptance of self are accentuated by the teacher's attitude and encouragement.

For the kindergarten child this is a time of transition from a generally ego-centric life style to one in which relationships with others are desired. This transitional period is an effective time for building foundations for constructive democratic living skills. While engaging in work and play activities, the child learns about co-operation, social problem solving, and group decision making.

Certain areas of interest are selected for development into units of study, the content of which is drawn from the social sciences and from special days and holidays. Social studies in kindergarten cannot be isolated in a "period" each day. For children, gaining knowledge about the world in which they live is exciting and challenging.

The following are suggested as possible topics for introductory-thematic units at the kindergarten level.

All About Me

Democratic/Social Living

Family and Home

School

Community and Community Helpers

Safety

Holidays

Flag and Country

Famous Americans

Our Place in the World

Map and Globe Awareness

OBJECTIVES FOR SOCIAL STUDIES INSTRUCTION

Through many activities during kindergarten the child will:

- demonstrate understanding of the uniqueness of self and others.
- function as a responsible member of the group and contribute to group activities.
- develop an awareness of individual responsibilities in a democratic society.
- ask relevant questions.
- listen and observe to gather facts (field trips, resource speakers, audio-visual).
- interpret pictures, simple maps and charts.
- recognize library books and reference materials as a source of information.
- determine main ideas (field trip, resource speakers, etc.).
- compare and contrast data.
- construct pictorial reports.
- use problem solving skills.
- contribute effectively to group discussions.
- follow procedures estalished by group.

SCIENCE

SCIENCE

As a future decision maker in our scientifically dominated society, every child needs to be appreciative, knowledgeable, and critical of scientific developments. For the kindergarten child, many classroom experiences provide the scientific readiness skills and concepts for these future abilities.

The child learns through the senses and is propelled by curiosity and the temptation to test. Through natural activities of manipulation and exploration, the child uses the abilities of observing, classifying, identifying, and describing in order to solve problems and arrive at conclusions.

Although an increased variety of content vocabulary is desirable, words are not the key to growing awareness of scientific fact and concept. These make sense to the child only when they are related to experiences. Hands-on activities provide practice with skills, facts, and concepts. Time is needed to internalize new learning.

The kindergarten teacher encourages the child in developing this pre-scientific knowledge. She assesses how much the child already knows, helps correct misconceptions and then plans for instruction on the basis of interest and resources.

Many content areas can be used to develop science skills. The following are recommended as high interest familiar topics for introductory units at the kindergarten level.

Plants and Animals

- Insects
- Frogs
- Dinosaurs
- Pets
- Farm Animals
- Seeds and Plants
- Growth and Development

Earth and Space

- Weather
- Seasons
- Rocks

Physical Science

- Electricity
- Light
- Magnets

OBJECTIVES FOR SCIENCE INSTRUCTION

Through many activities in kindergarten the child will:

- observe and describe plants and animals.
- classify living and non-living things according to similarities and differences.
- examine the physical characteristics of air.
- identify the three stages of matter: solid, liquid, and gas.
- investigate how matter can change from one form to another.
- observe the natural environment by using the five senses.
- listen and observe to gather information. (field trips, resource speakers, audio-visual materials, and experiments)
- ask relevant questions.
- recognize library books and reference materials as a source of information.
- interpret pictures, simple maps, and charts.
- organize information by naming, classifying, estimating, and measuring in order to compare likenesses and differences.
- inspect the properties of objects.
- seek patterns in the collection of data.
- examine changes which have occurred over a period of time.
- experiment and make predictions.
- solve problems by asking questions that permit investigation.
- participate in group demonstrations and experiments.
- participate in group discussions.
- cooperate in group problem solving activities.
- demonstrate enthusiam and a positive self-concept toward science learning experiences.

SCIENCE SKILLS

Glossary of Terms

1. OBSERVATION - ability to recognize and compare objects on the basis of physical properties (size, color, texture, hardness, odor, sound, motion, etc.) through use of the senses.

2. CLASSIFICATION - ability to recognize and identify similarities, differences and inter-relationships of objects and phenomena for purposes of grouping.

3. MANIPULATION - ability to physically work with or handle the equipment in terms of coordination and perception.

4. SEQUENCING - ability to recognize and describe time sequence events and pattern repetition.

   - ability to express the motion of an object in terms of some measure of distance, direction or time.

5. COMMUNICATION - ability to express oneself with precision (orally, in writing, with diagrams, or pictures, etc.)

   - ability to construct and interpret simple graphs.

   - ability to perceive and interpret information from various sources.

   - ability to give and follow directions.

6. MATHEMATICAL CONCEPTS - measurement--ability to recognize and properly use various units (including linear, surface, volume, weight, hardness, brightness, etc.)

   - number usage--ability to recognize and describe basic geometric shapes including straight and curved lines and angles in nature.

7. INFERENCE - ability to give a reasonable explanation of a phenomenon based on personal experiences.

   - ability to distinguish between observation and inference.

8. PREDICTION - ability to predict the occurance of events in the future based on the observation that events in nature tend to occur with regularity.

   - ability to use organized data, including graphs, as aid to prediction.

ART

KINDERGARTEN ART

The kindergarten art program provides developmental experiences that foster learning and creative expression in the child. The child should be viewed as an experimenter who progresses through sequenced stages when using a specific media. These stages are:

- Scribbling.....first disorganized, then with more muscular control
- Manipulation...with control but without visible interpretation
- Symbolic.....with objects and shapes which have meaning for the child
- Realistic.....with form and design, easily identified by adults

The teacher should develop lessons which include experiences with the following elements of art:

- shape
- line
- color
- pattern
- texture

Emphasis in beginning art education should be placed on the process of active participation. The child should be involved in discovery observations. Presenting artists' works, discussing the media and elements involved, and then providing opportunities to work with the elements in mind will develop the discovery technique. A variety of art media can be included during the year:

- crayon
- tempera
- clay
- finger paints
- chalk
- water color

The child should be encouraged to experiment with the processes of:

- painting
- paper cutting
- weaving
- folding
- tearing
- pasting
- constructing
- wood working
- modeling
- printing
- stitching

Through many experiences during the kindergarten year the child will:

- express ideas visually.
- use tools and art materials with respect to their function.
- discover the aesthetic quality in nature and in man-made products.
- develop respect for another's work and ability.
- discover his own self-potential.

MUSIC

MUSIC

Music is a natural means of expression for young children. It is the child's way of sensing and responding to his world. The release that comes from expressing feelings through music, and the pleasure of listening to or making music with others contributes to emotional stability and well-being, as well as to the development of a musical background.

The child's natural love and delight in rhythm, sound, and movement is fostered and encouraged in all of the activities of the kindergarten day. In addition, a planned instructional program is provided to include all the major areas of musical development: singing, listening, creating music, participating in rhythmic activities, and playing instruments.

Through such experiences the child will:

- recognize melodies of familiar songs (patriotic, seasonal)
- recognize obvious changes in tempo, dynamics, and rhythm.
- identify simple instruments. (rhythm, piano, guitar, autoharp)
- listen for mood or feeling.
- appreciate music through listening and doing.
- distinguish and match higher and lower pitch in voice and on instrument.
- sing nursery rhythms and songs by rote.
- compose new verses to familiar songs.
- create body movements to familiar songs.
- explore the sounds of rhythm instruments and various ways to play them.
- play simple patterns of tone and rhythm.
- become aware of the many sound producing items in their environment and use them to produce rhythm.
- keep time with music. (clapping, tapping, chanting, etc.)
- respond and create to music through large body movements (walk, skip, hop, clap, sway, etc.)
- echo rhythmic patterns.
- compose rhythmic patterns.

PHYSICAL EDUCATION

PHYSICAL EDUCATION

Physical education provides children with the tools for learning about themselves, what they are capable of doing, how they can control their bodies, how they can adapt to space, objects, or people, and how they can maintain their state of well being.

The primary aim of the kindergarten physical education program is to help children develop proficiency in movement through a wide variety of activities. The emphasis is on efficient performance in many skills. From the joy and satisfaction of confident movement and the physical benefits of effort, a foundation is formed for the desire to maintain a healthy body, be involved in active participation, and develop skills.

More specifically the physical education program:

- promotes the optimum physical development of each child.
- develops the motor skill ability of each child in terms of performance, adaptability and ingenuity and effectiveness in coping with new and varied situations.
- provides situations where each child feels a sense of achievement through his own efforts and perseverance.
- provides for the release of emotions through play.
- provides the opportunity for experiences in all types of movement activities.
- provides situations where each child must learn to work alone or with others toward a common goal.
- provides situations where each child has the opportunity to express creativity and self-control in movement experiences.

Through a well planned physical education program the kindergarten child will:

- demonstrate basic motor skills.
- develop motor skills for specific low organizational activities.
- perform body movements requiring flexibility, balance, and agility.
- improve physical fitness through the performance of physical activities.
- know the rules of numerous low organizational activities.
- apply the safety practices associated with specific activities.
- apply safety concepts necessary in the physical education environment.
- participate in individual activities.
- cooperate with others through participation in group activities.
- demonstrate good sportsmanship.

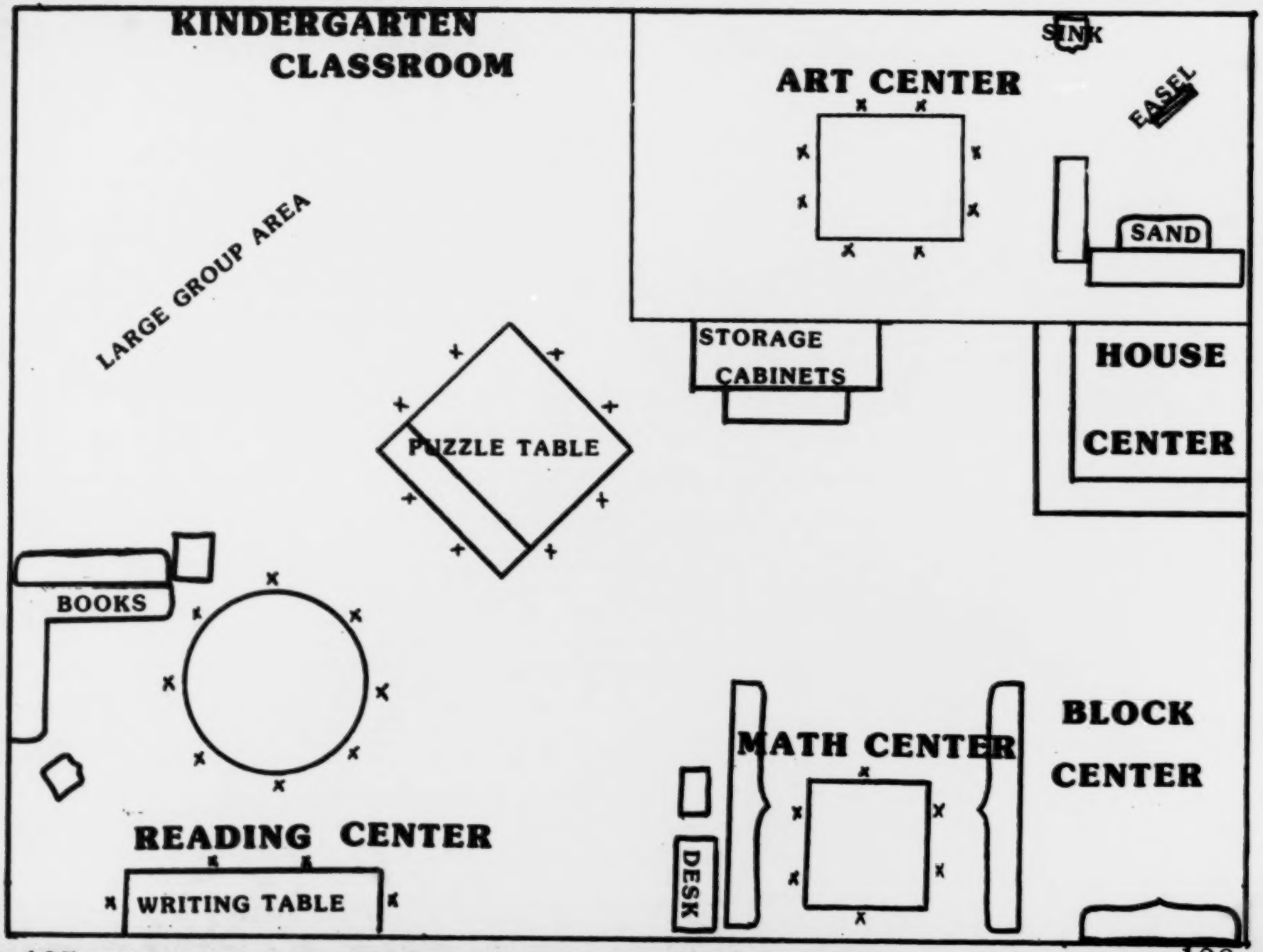
C. ORGANIZING AND PROVIDING INSTRUCTION

LEARNING CENTERS

THEMES FOR INSTRUCTION

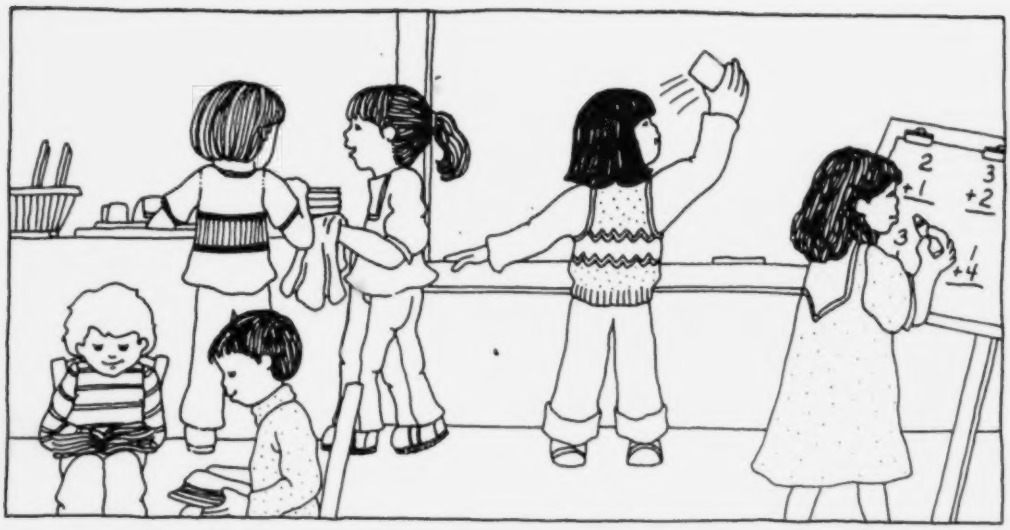
A MODEL THEME: FALL

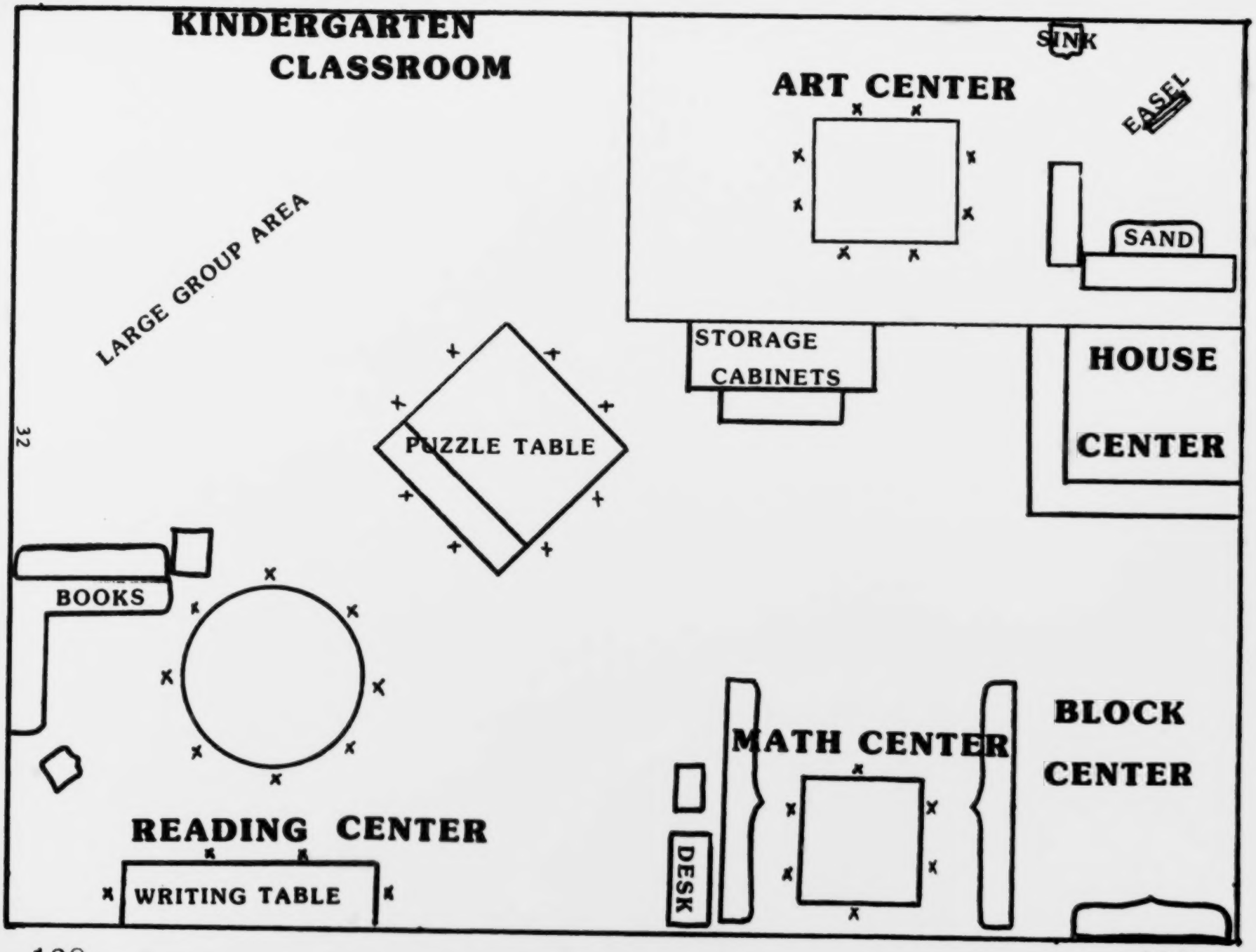
PLANNING SHEETS


KINDERGARTEN
CLASSROOM
SINK
ART CENTER
EASEL
SAND
LARGE GROUP AREA
STORAGE
CABINETS
HOUSE
CENTER
PUZZLE TABLE
BOOKS
READING CENTER
WRITING TABLE
MATH CENTER
DESK
BLOCK
CENTER

30-a

LEARNING CENTERS

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PUZZLE TABLE
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BOOKS
READING CENTER
WRITING TABLE
MATH CENTER
DESK
BLOCK
CENTER

Learning Centers

Given the wide range of personalities and abilities in a kindergarten room, a teacher needs to find time to work with individuals and small groups of children. One way of managing this optimal time is through the planning and use of learning centers.

Learning centers are areas in a classroom that define a special focus. Centers may include a home living center, a block-building center, a listening center, an art center, a music center, a dramatic play center, a language center, and a science-discovery center.

These centers divide a classroom in such a way as to allow children to make choices and practice work skills as they move independently from one center to another. While children are working in centers, the teacher is able to move about the room or pull a small group of children together to work on a skill or common concept.

It is important to note that this process does not happen overnight. It takes direct instruction, careful planning, organization, repetition, and patience to achieve this goal. Some years, depending upon the personalities in the class, this process may be the primary focus of instruction for the year.

CONSIDERATIONS FOR CENTER DEVELOPMENT

Centers should be arranged to allow easy access and supervision.

They should provide:

- opportunities for choices.
- opportunities for discovery.

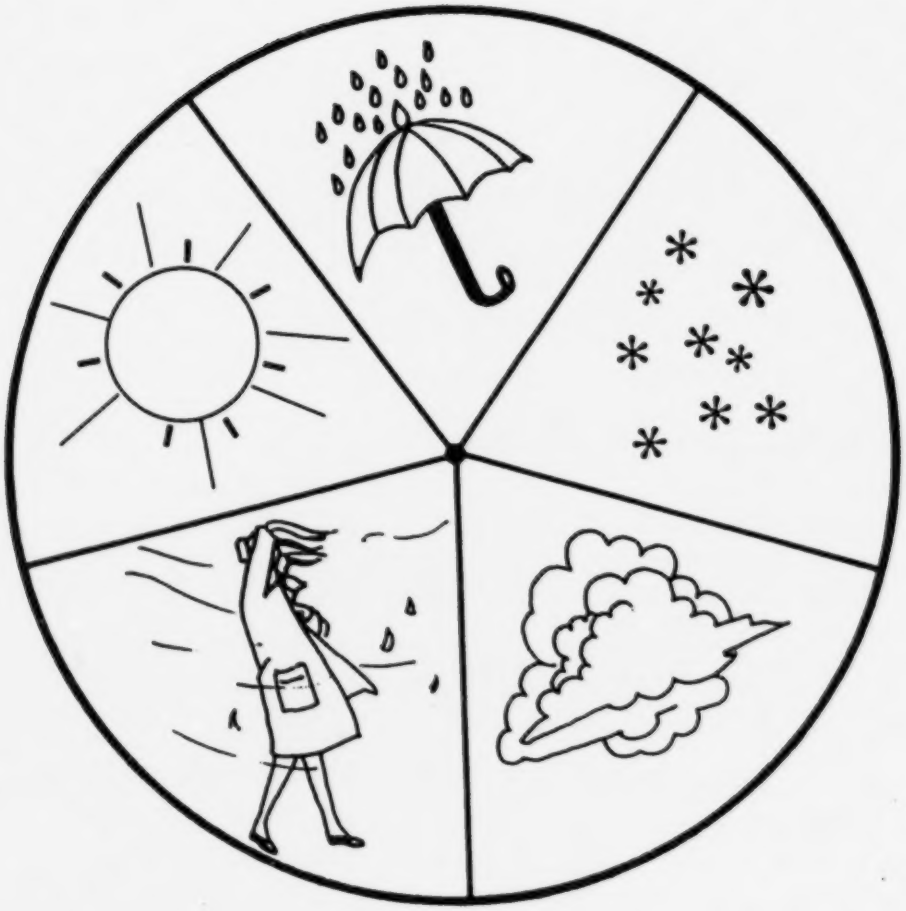
They should encourage:

- feelings of self-confidence through success.
- vocabulary growth and the improvement of communication skills.
- imaginative play.
- problem solving.
- coordination and manipulation.
- social development as children relate to one another.
- constructive use and care of materials.
- the completion of tasks.
- expansion and discovery of learning specific information.

It may be necessary to remove individuals who are unable to use the center appropriately or to close the center if inappropriate behavior is continued.

THEMES FOR INSTRUCTION

- **Themes**
- **Developing a Theme**
- **Seasonal Integrated Themes**



Themes

A theme is one way of presenting units of study to children. This approach provides the teacher with direction and structure for the integration of skill development when planning the curriculum. Themes incorporate a planned beginning to stimulate exploration. The exploration takes place in the classroom as the children and the teacher work together. As the children explore the theme, new and different directions can take place. It is the teacher's job to plan and replan the theme as it reaches its middle and end.

Plans need to be made selectively, choosing only those ideas which meet the needs of the children and best fit a teacher's philosophy, style, and skills. Plans should be flexible in order to adapt the curriculum to the potential and limits of the type of program, the physical environment, and community resources.

Developing a Theme

TOPIC

When deciding on a theme choose a topic that will stimulate the students' interests and will motivate their learning. Themes can be found everywhere; in established curriculum and in the interests and concerns of a child's everyday life.

CONCEPTS, OBJECTIVES, and SKILLS

Make a list of concepts, objectives, and skills that you would like children to learn and practice. You will find that skills and objectives can be taught, practiced, and developed in a variety of subject areas.

PLANNING AND DEVELOPING

To begin planning and developing a theme, have a brainstorming session with your students to provide information about their levels of understanding (pre-test), their vocabularies, and special interests.

To add to the information you have gained, invite another teacher to brainstorm with you.

WEBBING

After the brainstorming session sort and classify the ideas, activities (etc.) into areas of study. This can be done using a technique called webbing.

Webbing is a method of showing the inter-relatedness of the different areas to be covered. The webbing diagram* shows the possibilities of learning that the study of the theme can include. It provides a good starting place for theme development and acts as a resource of activities. It expands as the lessons are taught and lessons are modified as children's interests direct the theme's development.

*(A sample webbing is included with the fall theme materials.)

MATERIALS

When a theme topic has been decided upon it is time to gather materials that will aid in its development. Possiblities are books, poems, songs, pictures, displays, films, filmstrips, games, manipulatives, community resources, and field trips.

TEACHING THE THEME

To introduce the theme in the classroom choose an activity from your plans that will stimulate and motivate the students' interests. Remember that theme development is a flexible process and should be sensitive to student and teacher needs.

Seasonal Integrated Themes

Science and social studies provide a content for integrating skill development in all subject areas. In the following examples, theme outlines are developed around the seasons of the year and include the holidays.

FALL THEME

Earth changes...o Days are shorter.
o Temperatures change.
o Weather changes.

Plant changes...o Leaves change colors.
o Parts of plants fall to the ground.
o Many foods ripen and are picked.

Animal changes..o Living things respond to changing weather.
o Some animals migrate.
o Some animals get new coats or feathers.

Shape, color, and safety units can be included within this theme. An introduction to numerals and numeral formation can be begun in the latter part of this theme.

Columbus Day, Halloween, Veterans' Day, Thanksgiving, and Christmas are holidays which can also be dealt with at this time.

WINTER THEME

Earth changes...o Temperatures and weather change. (ice, snow, sleet, icicles)

Plant changes...o Most plants stop growing for awhile.
o Some plants and trees lose their leaves.
o Evergreen trees do not lose their leaves.
o When plants freeze they turn brown and wilt.

Animal changes...o Living things respond to weather.
o Some animals hibernate

The senses, patriotism, and magnet units can be included within the winter theme.

New Year's, Martin Luther King Day, Valentine's Day, President's Day, St. Patrick's Day are holidays which can be celebrated during the winter.

SPRING THEME

Earth changes...
- Snow and ice melt.
- Days are longer.
- Temperatures are usually warmer.
- There is more wind and thunderstorms.
- The ground thaws.

Plant changes...
- Seeds sprout and plants begin to grow.
- Leaf buds turn into leaves.
- Blossoms appear on some plants.

Animal changes...
- Most animals have new babies.
- Animals wake up.
- Animals migrate to their summer homes.
- Animals get new coats of fur or feathers to adjust to the weather.

Units on air and space may be incorporated during the spring theme.

Special celebrations in spring include Easter, May Day, Mother's Day, Father's Day, Memorial Day, and Flag Day.

Seasonal Integrated Themes

GOALS AND GENERALIZATIONS FOR SEASONAL THEMES

GOALS

1. To observe the changes in nature
2. To observe how plants, animals, and man react to these changes
3. To enjoy the beauties of the season through observation, art, poetry, and music

GENERALIZATIONS

All Things Change

A.....There are living and non-living things.

..Living things are divided into plants and animals.

..Animals need food to live.

..Food comes from animals.

..Food comes from plants.

..There is a cycle of growth for living things.

B.....Seasons change.

..Many growth cycles are related to the seasons of the year.

..Weather changes.

C.....People's needs change.

..Home care changes with the seasons.

..Different clothing is needed as the weather changes.

..Recreation changes with the seasons.

A Model Theme: Fall

A fall theme has been developed as a model for organizing instruction. It can be adapted for use in the classroom and also serve as a format for developing other themes.

Plant Changes

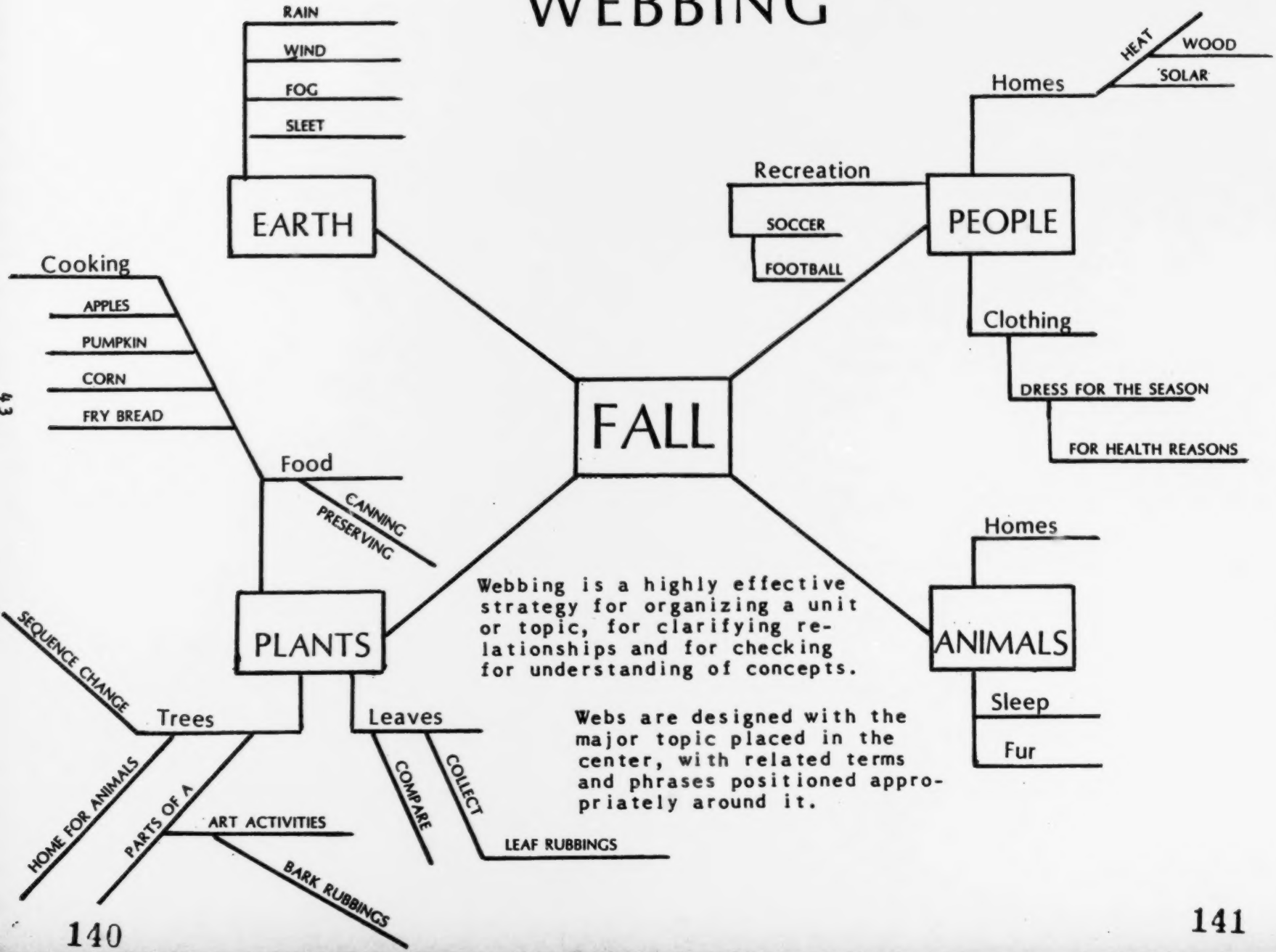
Earth Changes

Animal Changes

Planning Sheets

Resource Section

WEBBING



Webbing is a highly effective strategy for organizing a unit or topic, for clarifying relationships and for checking for understanding of concepts.

Webs are designed with the major topic placed in the center, with related terms and phrases positioned appropriately around it.

FALL THEME

Fall is a season of the year that comes after summer and before winter. Autumn is another word for it. There are many changes in nature in the fall.

A BEGINNING LIST OF CONCEPTS, ACTIVITIES, AND RESOURCES

Activities marked with an asterisk are included in the resource section.

Plant Changes

Concepts:

- Most leaves begin to change color.
- Some trees remain green and are called "evergreens."
- Parts of some plants fall to the ground, such as leaves, apples, nuts, pine cones, and other seeds.
- In some areas grass and plants turn brown and wither.
- Some bulbs are dug up and stored and others are planted for spring blooming.
- Some plants are brought inside to prevent freezing, such as geraniums, ivy, cactus, rubber plants, and those in hanging baskets.
- In fall many foods ripen and are picked. This is called "harvesting." Examples are pumpkins, apples, cranberries, acorn squash, potatoes, and nuts.

Suggested Activities:

- Fall Walk
- Adopt-A-Tree*
- Tree Art Projects
  - Painted Tree
  - Torn Paper Tree
  - Sequence Pictures
  - Leaf Prints*
  - Leaf Rubbing
  - Vegetable Dying
  - Tree Picture Collections
- Parts of a Tree
- Trees as Homes for Animals
- Apple Math - graph, sort, estimate* (See Math Their Way Newsletters #XIII)
- Apple Art*
- Pumpkin Math - graphs, sort, estimate (See Math Their Way)
- Cycle of Plant Life
- Effect of Weather on Plant Growth
- Bulbs
- Poetry*
- Books*

Earth Changes

Concepts:

- The daylight hours become shorter and the night (hours of darkness) longer because the sun rises later and sets earlier.
- The temperature slowly drops and the weather becomes cooler, especially at night.
- Frost may appear at night or in the early mornings.
- The soil gets harder and sometimes freezes.
- There are usually more rainy or cloudy days than in summer.
- There are usually more storms, hurricanes, and tornadoes than there are in summer.

Suggested Activities:

- Crayon Resist with White Wash
- Fog Book
- Fall Senses Poem
- Days and Nights
- Science Experiments
- Weather- Weather Graph*
- Weather Calendar*
- Temperature*
- Activity Ideas*
  - Fog in a Bottle
  - Weather Scrapbook

People Changes

Concepts:

- We begin wearing warmer clothes, such as sweaters, jackets, caps, and mittens.
- People need to build fires or turn on heaters or furnaces.
- Many people set out bird feeders and food for the birds.
- In many areas farmers harvest foods for storage and sow winter crops.
- Activities include raking leaves, homecomings, football, and the World Series.

Suggested Activities:

- Clothing - Why do we dress for the weather?
- Health - Cold Season
- Compare Types of Clothing (Newspaper ads, catalogs)

Animal Changes

Concepts:

- Some birds and butterflies fly (migrate) south where they can find food more easily.
- Some animals get ready to sleep or rest a long time (hibernate) by eating much food or storing it in their homes.
- Some animals grow thicker fur or a special undercoating to help keep them warm.
- Some fish return (migrate) from the sea to rivers and streams.
- Some fish begin their cycle of growth in Autumn. (salmon spawn)

Suggested Activities:

- Salmon*
- Field Trip #1 - Salmon Spawning*
  Observe the migration of salmon in local streams.
- Field Trip #2 - Maritime Heritage Center*
  Compare natural spawning grounds to those made by man.
- Salmon Life Cycle Wheel*
- Storybox - Five Little Salmon*

Activity Ideas:

- Fish Prints*
- Mobile*
- The Whale Game*

RESOURCE SECTION

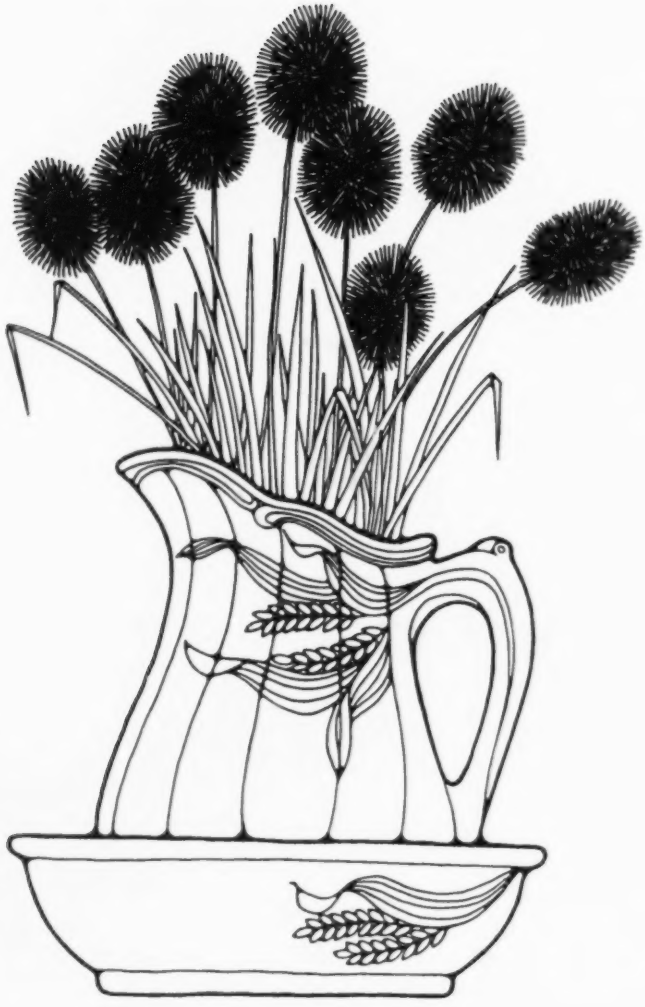
Plant Changes

Earth Changes

People Changes

Animal Changes

PLANT CHANGES



ACTIVITY: ADOPT-A-TREE

CONCEPT: There are many changes in nature related to the seasons of the year.

OBJECTIVE: The children will be able to describe the basic characteristics of a tree determined by their own observations.

ACTIVITY: The activity begins with adopting a tree near or on your school site. Visit the tree in the fall and repeat the visits throughout the year and compare observations made each time. Look to see how the tree has changed. Look to see in what ways the tree has remained the same.

THE FIRST VISIT.....

- Describe the tree as it is right now.
- Look at its physical characteristics. (size, leaf shape, bark color, etc.)
- Look to see whether it is alive. How can you tell?
- Look to see whether it appears asleep (dormant) or awake. How can you tell?
- Look to see if any animals (insects, birds, mammals) or plants (lichen, moss) live on the tree.
- Look to see if the tree seems to have fruit, flowers, buds, or seeds.

AFTER THE VISIT.....

Once back in the classroom, ask the children to describe what they saw. Record all their observations. The children may paint or draw a picture of their tree.

VOCABULARY.....

bark, leaf, needles, branches, trunk, evergreen, deciduous

ACTIVITY: LEAF PRINTS

CONCEPT: There is beauty to be found in nature.

OBJECTIVE: The children will develop an awareness of the different sizes and shapes of leaves. They will be able to differentiate among them on the basis of these characteristics.

ACTIVITY: These projects can be used to help children classify leaf shapes. Please make sure that the children take care not to damage the environment as they gather materials.

1. Spatter Prints - Ask the children to bring a variety of leaves to school or take the class on a walk to gather leaves.

Materials needed:

- 9" x 12" metal, plastic, or nylon screen
- toothbrush
- straight pins
- tempera paint
- 8½" x 11" paper

Procedure:

Place a leaf on a sheet of paper and secure with pins. Place a screen over the leaf and paint across the screen using the toothbrush.

2. Wax Paper Pressing -

Materials needed:

- leaves
- warm iron
- paper towels
- wax paper

Procedure:

Place a leaf between two layers of wax paper; cover with paper towels; press the towel with a warm iron in order to cover the area of the wax paper, sealing the leaf between the layers.

The leaves may be cut out, with a narrow margin around each leaf, and made into mobiles, greeting cards, or as a bulletin board display.

ACTIVITY: APPLE MATH
MATH THEIR WAY NEWSLETTER XIII

CONCEPT: There are relationships to be found in nature.

OBJECTIVE: The children will develop an understanding of graphs and graphing. The children will estimate, weigh, and count apples.

MATERIALS: graphing plastic
apples of different varieties
string
scale

Activity 1: Classification

Have each child bring an apple to class.

Graph the different kinds of apples that were brought.

Activity 2: Circumference Measuring

The children will estimate how much string it would take to go around their apple.

The children can place their string on a classroom graph:

too short	just right	too long

Activity 3: Weighing

Put all the apples in a bag.

Ask the children to estimate how much all the apples will weigh.

Record their guesses.

Leave the bag of apples and scale out so that each child may weigh the bag.

Another day, have the children find other things in the room which weigh the same as the bag of apples.

BAG OF APPLES

less	same	more

Activity 4: Estimating

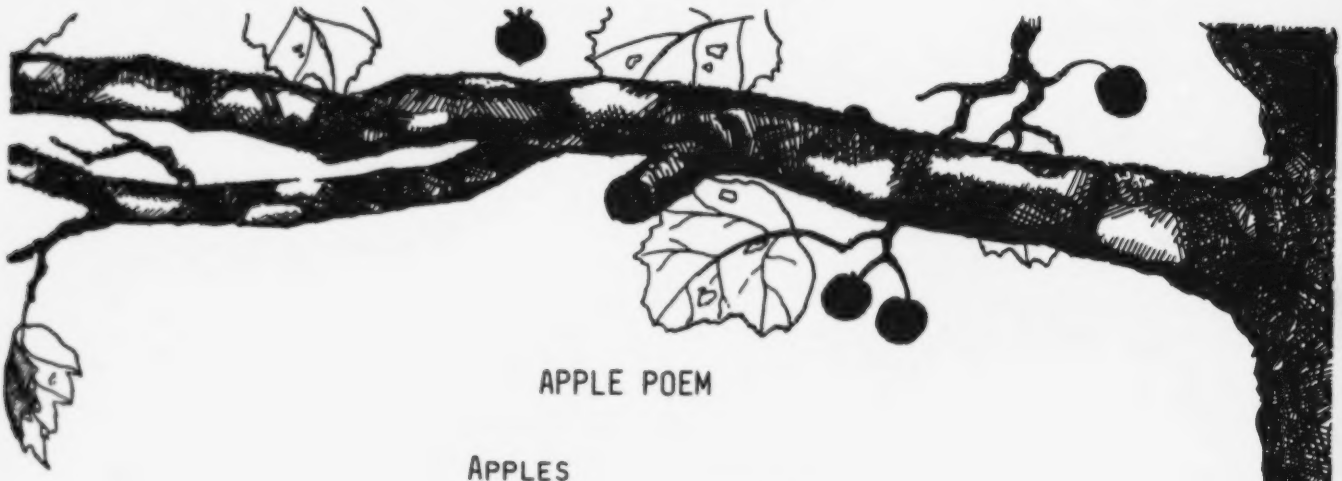
Ask the children how many seeds will be in each apple. Record and count. Ask the children how many seeds there will be all together. Record and count.

ACTIVITY: FALL BULLETIN BOARD IDEAS

Cut out apples, paste them in a large basket or on an apple tree.

Cut out a squirrel. Staple it to a strip of "grass" (green paper). Staple the ends of the strip together. The squirrel will stand.

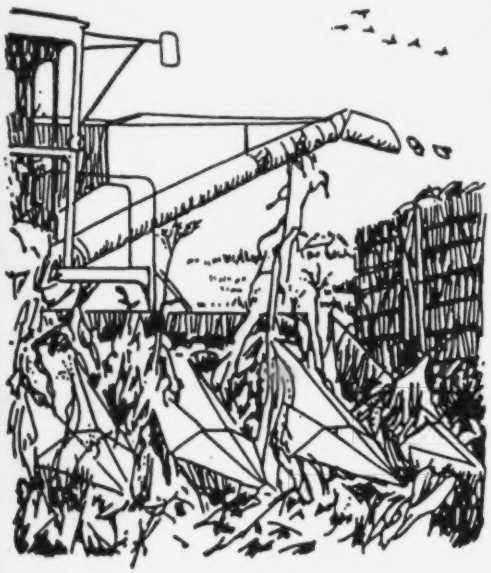
Make a large "horn of plenty" from bright paper or from wrapping paper and fasten it on the bulletin board. Let the children "fill" it with cut paper fruits and vegetables.



APPLE POEM

APPLES
APPLES
ALL ROUND,
ON THE TREE
ON THE GROUND
SOME ARE GREEN
SOME ARE RED
SOME ARE FALLING
ON MY HEAD!

ONE POSSIBILITY IS TO HAVE CHILDREN ILLUSTRATE THE POEM OR MAKE INTO A BOOK.



HARVEST

PUMPKINS AND ALL

BIG ONES AND SMALL

APPLES AND PUMPKINS

AND CORNSTALKS FOR FALL....

CORNSTALKS TO LEAN

YELLOW AND GREEN

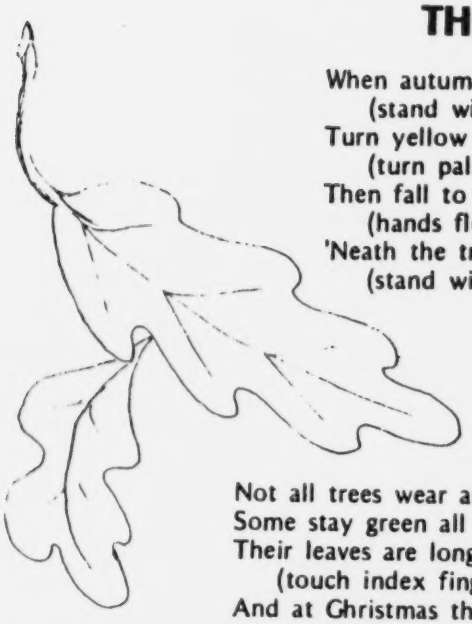
BRIGHT ORANGE PUMPKINS

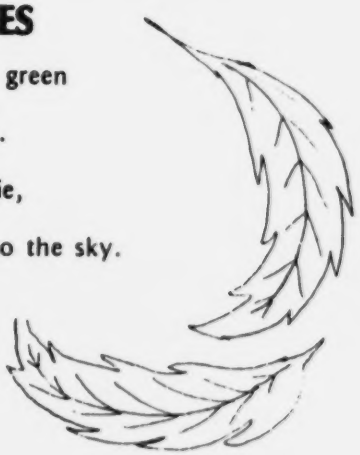
WITH APPLES BETWEEN.

AILEEN FISCHER

THE CHANGING LEAVES

When autumn comes, the leaves that were green
(stand with palms up)
Turn yellow and orange and red, I've seen.
(turn palms over, then point to eye)
Then fall to the ground, and there they die,
(hands flutter to floor)
'Neath the tree whose branches reach up to the sky.
(stand with arms upraised)





NOT ALL TREES

Not all trees wear autumn colors. (Shake head)
Some stay green all year. (Hold palms up as if on display)
Their leaves are long (demonstrate) and thin (demonstrate) and sharp,
(touch index fingertips; jerk one back, "Ouch!")
And at Christmas they bring good cheer. (Touch fingertips above head)

SIGNS OF AUTUMN

When the birds fly south (Flap arms)
And the wind blows cool (Shiver)
And the green (hold up hands) on the trees turns red, (Flip palms over)
And the days grow shorter (Bring hands close together from far apart)
And the nights grow long (Separate hands from close together)
And Jack Frost freezes grass dead, (Point fingers straight up, then slowly curl)
Then summer is gone (Wave, as if goodbye; rub eye)
And autumn has come (Turn to opposite direction; hold arms out)
To prepare us for winter's white bed.

FALL

The leaves are green, the nuts are brown,
(Raise arms sideward, wiggle fingers, make circles for nuts)
They hang so high they would never fall down, (Stretch arms)
Leave them alone till the bright fall weather (Move hands as if wind blows softly)
And then they will all come down together. (Bring arms down to side quickly)

LEAVES ARE FLOATING DOWN

Leaves are floating softly down; (Flutter fingers)
They make a carpet on the ground
Then, swish! The wind comes whirling by (Bring hand around rapidly)
And sends them dancing to the sky. (Flutter fingers upward)

AUTUMN

TEN RED APPLES

Ten red apples grow on a tree (Both hands high)
Five for you and five for me (Dangle one hand and then the other)
Let us shake the tree just so (Shake body)
And then red apples will fall below (Hands fall)
1, 2, 3, 4, 5, 6, 7, 8, 9, 10 (Count each finger)

TEN ROSY APPLES

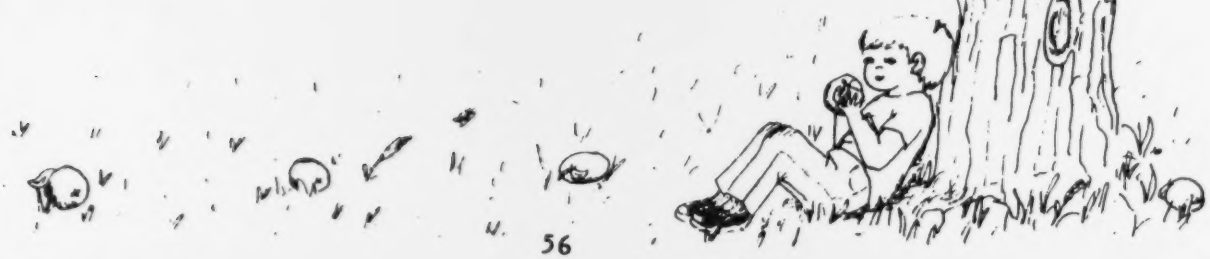
Ten rosy apples high in a tree (Arms above head, fingers separated)
Safely hiding where no one can see.
When the wind comes rocking to and fro. (Arms sway above head)
Ten rosy apples to the ground must go. ("Apples" tumble to the floor)

IN THE APPLE TREE

Away up high in an apple tree (Point up)
Two red apples smiled at me (Form circles with fingers)
I shook that tree as hard as I could (Shake tree)
Down came the apples and m–m–m–m they were good. (Rub stomach)

IF I WERE AN APPLE

If I were an apple
And grew on a tree (Fingertips and thumbs touch overhead to form apple)
I think I'd drop down
On a nice boy like me.
I wouldn't stay there
Giving nobody joy –
I'd fall down at once ("Apple" falls down into lap)
And say, "Eat me, my boy."



AUTUMN

The green leaves are turning,
To yellow, red, and brown.
And when the wind comes whistling by, (Children make a woo-oo-oo wind sound and
They'll all come sailing down. twirl around and fall down.)

THE WIND

Feel the strong wind, it almost blows me down, (Bend body, almost falling)
Hear it whistle through the trees and all around. (Cup hand to ear)
Try to see the wind as it howls and blows. (Hands over eyebrows)
But what the wind looks like? Nobody knows! (Shrug shoulders, palms up)

WHEN THE LEAVES ARE ON THE GROUND

When the leaves are on the ground. (Point to floor)
Instead of on the trees, (Hands clasped over head)
I like to make a great big pile of them
Way up to my knees. (Hands on knees)
I like to run and jump in them (Jump once)
And kick them all around. (Kicking motion with foot)
I like the prickly feel of them
And the crickly, crackly, sound. (Click fingernails)

LEAVES

I like to make a pile of leaves,
And jump and tumble around.
I like to hear the dry leaves,
They make such a crunchy sound.

Plant Resources

Books

Apple Pigs, by Ruth Orbach

As The Leaves Fall Down, by Aileen Fisher

Autumn Harvest, by Tresselt

Bring in the Pumpkins, by Alvin Ipcar

Frederick, by Leo Lionni

Giving Tree, by Shel Silverstein

Listening Walk, by Paul Showers

Little Red Hen, by Paul Galdone

Peter's Long Walk, by Lee Kingman

The Popcorn Book, by Tomie DePaola

Sam the Scarecrow, Troll Book

Stone Soup, by Marcia Brown

The Turnip, by Janina Domanska

EARTH CHANGES

ACTIVITY: WEATHER

CONCEPTS

- Frost may appear at night or in the early mornings.
- There are usually more rainy or cloudy days than in the summer.
- There is stronger wind in the fall than in the summer.

OBJECTIVES

The students will be able to identify weather changes made when going from summer through the fall season.

VOCABULARY

seasons	frost
fall	fog
autumn	change
temperature	warm
weather	cool

MATERIALS

- Large sheet of butcher paper
- Small (approximately 4" x 4") squares of paper with weather symbol on each: sun, clouds, fog, etc.
- Glue

RESOURCES

FSS 525.5 Yo 1 Seasons

FSS 574.3 Fa 1 Fall: When Plants Stop Growing

FSS 581.3 As 1 As The Leaves Fall Down

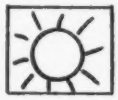
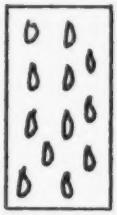
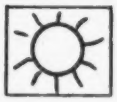
FSS 525.5 Au 1 Autumn

I Like Weather, Aileen Fisher
New York: Thomas Y. Crowelt, 1963

Ranger Rick Magazine

ACTIVITY: WEATHER GRAPH

Go outside each day to observe the weather conditions. Return to the classroom and discuss findings. Keep a large class graph to show daily changes. The children can make symbols to show each type of weather: sun, fog, frost, clouds, rain, snow. (Some days may have more than one type of weather.)

sunny	foggy	rain	clouds	frost	snow
					
					

ACTIVITY: WEATHER CALENDAR

MATERIALS

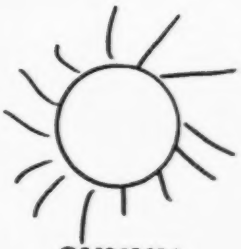
6" x 10" sheets of heavy paper
crayons

a) Divide the children into four groups. Assign a different type of weather to each group - sunny, cloudy, rainy, snowy, windy, and stormy. Give each child three pieces of paper. Tell the children to copy from the chalkboard the symbol that goes with their type of weather onto the first piece of paper.

b) On the second piece of paper the children should draw a picture of an activity they can do in the type of weather that was assigned to them.

c) On the third piece of paper the children should draw a picture of appropriate clothing that can be worn in the type of weather that was assigned to them. There should be a set of cards with symbols, activities, and clothing for each type of weather condition that the children have drawn.

d) Have the children look outside and determine which set or sets of symbols should be placed on the chart. (Sometimes more than one symbol is appropriate.)



SUNNY

CLOUDY

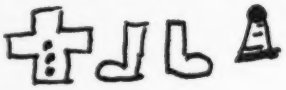
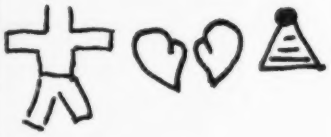
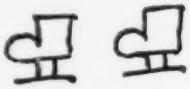
RAINY

SNOWY

WINDY

Thunderstorm

WHAT IS THE WEATHER TODAY?

DAY	SKY	WHAT WE DO	WHAT WE WEAR
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

ACTIVITY: TEMPERATURE

Keep a daily temperature chart to compare changes.

CONCEPTS

The temperature slowly drops and the weather becomes cooler, especially at night.

OBJECTIVES

The children will observe changes in temperature by reading a thermometer that is outside but near the school.

VOCABULARY

seasons	low
fall	warm
autumn	hot
change	cool
temperature	cold
high	thermometer

MATERIALS & RESOURCES

- Easy-to-read (Fahrenheit) thermometer (outdoor and mountable)
- Temperature chart or line graph (teacher made)
- Large oak tag thermometer to show possible weather ranges - 0° - 100° approximately. (See the next page for directions.)
- Ranger Rick Magazine
- A Pocketful of Seasons, Doris Van Liew Foster New York: Lothrop, 1960

BACKGROUND INFORMATION

At different times of the year, the part of the earth where we live is tilted mostly towards or mostly away from the sun - or somewhere in between. This makes the days longer or shorter. It makes the sun's rays feel hotter or cooler by the time they reach earth. And it makes warmer or colder times of the year called seasons.

DIRECTIONS OR PREPARATIONS

Make a large cardboard (oak tag) thermometer with movable elastic or ribbon "mercury." Set the temperature on the cardboard thermometer at the same degree as on the real thermometer. Record on a chart (or line graph) the temperature each day. The next day look at the outdoor thermometer again and compare it with the indoor thermometer. Help the children decide if it is warmer or colder than the day before. Record results.

ACTIVITY IDEAS

WEATHER SCRAPBOOKS

Make weather scrapbooks with the children. Use themes such as strong winds, pictures of clouds, rainy days, clothes for wet days, and so on.

DEMOSTRATION: "Fog in a Bottle"

Obtain a clear, narrow-mouthed jar. Fill it with hot water. Rest an ice cube on the mouth of the bottle. Hold the bottle up to light. You should see thin streams of fog move down into the bottle. The ice cube is cooling the hot, moist air, causing the molecules of water to condense as fog.

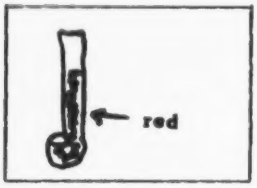
Point out that fog is really a cloud close to the ground. Now they know what it is like inside a cloud.

ACTIVITY IDEAS

BULLETIN BOARD

S I G N S O F T H E S E A S O N S - A U T U M N

TEMPERATURE



DAY/NIGHT

When I went to bed

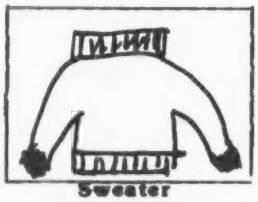
It was dark out.

WEATHER

September

1. rain
2. sunny
3. cloudy

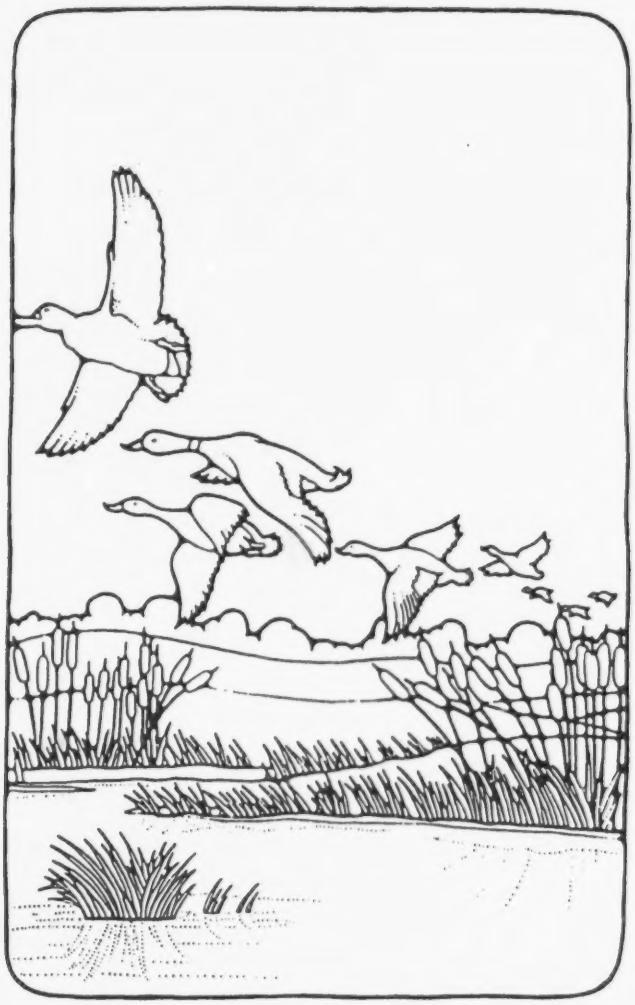
CLOTHING



ACTIVITIES

PEOPLE CHANGES

ANIMAL CHANGES



ACTIVITY: SALMON

The following information and activities focus on the salmon and the role this content area plays in developing depth and understanding for our curriculum generalizations.

Concepts include:

- Salmon are living things.
- Salmon are animals.
- Salmon provide us with food.
- Salmon have a cycle of growth.
- Salmon growth cycles are related to the seasons of the year.

Background Information: Life Cycle of the Salmon

Autumn

The salmon returns from the sea to spawn eggs in the rivers, streams, and creeks. This is the beginning of the salmon's life cycle.

Stages:

1. The female salmon works very hard swimming up the stream. She uses her tail to make a nest in the gravel and then deposits her eggs. The male salmon swims over the eggs and fertilizes the eggs. The female then covers the eggs with gravel to protect them.

2. The eggs hatch at the end of winter and stay under the gravel to grow safely. These are called alevins and they get food from the egg sac.

3. In the spring they are big enough to go looking for food in the stream. Now they are called fry. The fry eat small insects and protect themselves by hiding along the edges of the stream. They grow for a whole year in streams and lakes.

4. When the fry grows large enough to begin moving to the sea, it is called a smolt. The smolt travels down the stream in the spring. They are going to the sea so they can find more food and more room to swim and grow.

5. The salmon will return to the same stream when they are old enough to spawn eggs of their own.

FIELD TRIP #1

ACTIVITY: Observing Salmon Spawning

Concept: The salmon has a cycle of life that begins in Autumn with the return of adult salmon to local creeks.

Objective: The children will observe salmon working their way upstream to spawn. The children will describe a salmon and the purpose of its journey up the stream.

Vocabulary: salmon
stream/creek
spawn

Location: Arroyo Park - This is a city park located off Chuckanut Drive on Old Samish. It is wooded with graveled trails down the hillside into the creek bed. The fish usually return during the middle-end of November. The children will need to wear boots and will be able to get very near the fish as they work their way upstream.

Supervision: One adult/three to five children

FIELD TRIP #2

ACTIVITY: Maritime Heritage Center Salmon Hatchery

Concept: Man responds to the stages in the salmon's life cycle by helping the salmon to spawn, live, and return to the sea.

Objective: The children will observe salmon using a man-made system for spawning and developing. The children will describe the sequence of stages and compare with the sequence in nature.

Vocabulary:
egg trays
fish ladder
rearing ponds
spawning channel
spawn
alevin
fry

Location: Maritime Heritage Center - The center is located off Holly Street at the end of "C" street. The center has a working system showing how man is helping the salmon make a larger family. There is a holding pond, fish ladder, and opportunities for the children to feed the fry. Contact Heather Higgins at 676-6806. A presentation by Ms Higgins explains salmon development as well as predators and environment.

Supervision: One adult/five to ten children

ACTIVITY: SALMON LIFE CYCLE WHEEL

Concept: The life cycle of a salmon is a pattern that happens again and again.

Objective: The children will construct a diagram showing the stages of salmon development.

Materials: (For each child)

A white circle of construction paper 9" inches in diameter or a large paper plate

Blue construction paper 12" x 12"

Metal fastener to fix wheel to blue construction paper

Pencil/crayons

Procedure:

1. Demonstrate drawing:
   - A. lines to section of white wheel
   - B. eggs in first section
   - C. alevin in next section (clockwise)
   - D. fry in next section
   - E. adult in last section
2. Fix the wheel to blue paper through the center with a fastener.
3. Turn the wheel counter clockwise as you tell the story of the salmon's life cycle. At the end begin the story again, repeating to encourage the concept of one pattern leading into the next causing the cycle.

ACTIVITY: STORYBOX - FIVE LITTLE SALMON

Concept: Salmon have predators and ways to protect themselves by grouping and hiding.

Objective: The children will describe a danger to the salmon's life and a method of protection.

Materials: Chart with poem:

5 Little Salmon

5 little salmon
swimming in the bay
The 1st one said,
"It's cold today."
The 2nd one said,
"There are sea lions in the sea."
The 3rd one said,
"Let's flee! Let's flee!"
The 4th one said,
"We are safe in a school"
The 5th one said,
"Let's swim where it's cool."

One box or basket as a container
Five felt, claydough, or plastic fish
One blue felt shape for workspace (approximately 4 x 6 inches)
Five cards each marked with a numeral 1, 2, 3, 4, and 5 (You may wish to put numerals on the fish also.)

Procedure:

A. Teach the poem from the chart through repetition, pointing to the lines as you say them.

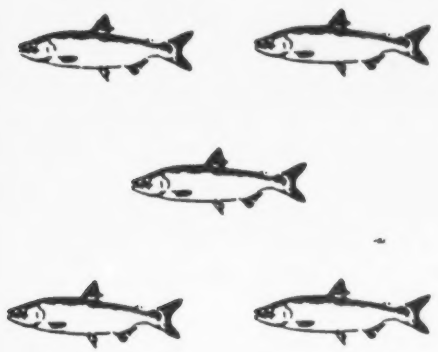
B. Introduce the container with objects that represent the words in the poem.

C. Encourage children to practice the poem using the objects.

Follow Up:

1. Read Swimmy by Leo Lionni and use this story to begin a discussion on the concept of predator and methods of protection.

2. Let the children make books representing the poem by coloring, cutting, and stapling the following sheet.

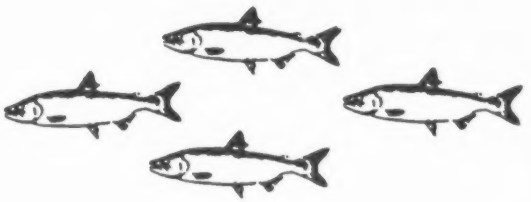


Five little salmon
swimming in the bay.

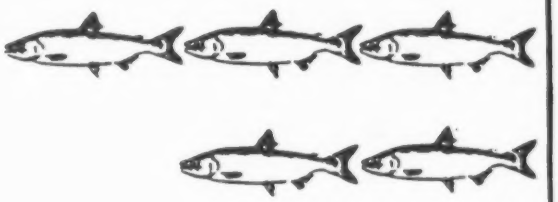
The 1st one said,
"It's cold today."

The 2nd one said,
"There are sea lions
in the sea."

The 3rd one said,
"Let's flee, let's flee."



The 4th one said,
"We're safe in a school."



The 5th one said,
"Let's swim where it's
cool."

ACTIVITY IDEAS

Fish Prints - Wash and dry a real fish (available at seafood market) to remove slime. Place on a newspaper. Use brush with very thick tempera and coat fish well. Place the paper over the fish and press into its body. Take care to press paper onto fins, tail, and mouth. Remove printed paper and let dry.

Mobile - Trace and cut two identical fish shapes. Use newspaper or butcher paper. Staple pieces together leaving an opening in order to stuff with crushed newspaper, paper towels, or scraps. Then complete stapling together. Paint with tempera or decorate with crayon or felt pens.

ACTIVITY: WHALE GAME

SKILLS — Addition
Subtraction
Counting
Discovering relationships among different quantities
Visual imagery

MATERIALS — A paper cup with ten to fifteen Pepperidge Farm goldfish crackers for each child

ACTIVITY — The children act out the whale story as it is told by the teacher. Dramatic embellishments are invited from both teacher and students!

TEACHER	CHILDREN
"This is a story about a whale. He was a very special whale and he loved to eat little fish. In this story *you* are going to play the part of the whale! Who's the whale?"	"We are." "Me!" "You said we get to be."
"And *this* is your ocean." (Teacher extends hisorher hands, palm up.) "Show me your ocean."	The children extend their hands, palm up.
"One bright day the whale was swimming around. All at once he saw two fish swimming near him. Show me what happened!"	Each child takes two fish out of hisorher cup and places them in the "ocean."
"'Boy, am I hungry', said the whale, and he gobbled up one of the fish." (Teacher looks expectantly at the children.)	Each child eats one of the fish from the "ocean."
"And that left how many fish?"	"One."
"Pretty soon two other fish came swimming along. How many fish are in the ocean now?"	Each child places two more fish in the ocean and says, "Three!"
"It didn't take the whale long to spy those three fish. He swam by and in a flash gobbled up one of the fish.	Each child eats one fish and says,
That left . . ."	"Two!"
"The whale was *still* hungry so he ate one more fish. That left. . . ."	Each child eats one fish and says, "One!"
In a little while three more fish came by to join the one that was left. That made. . . ."	Each child adds three additional fish and says, "Four."

Continue to add and subtract fish until all the crackers are eaten. This game should be played over and over again to reinforce number concepts at different levels. Let the children improvise on the theme and take turns telling the story to the group.

You can vary this activity by using Fruit Loops or Cheerios, making up a similar donut story.

General Resources

BOOKS

Classrooms: Using Children's Literature in the Learning Center, Wendelin and Greenlaw, 1984
Humanic Limited
P.O. Box 7447
Atlanta, Georgia 30309

Innovative Classroom Materials for Teaching Young Children
Debelak, Herr, and Jacobson, Harcourt Brace Jovanovich, New York, 1981

An Activities Handbook for Teachers of Young Children
Dallas, Houghton Mifflin Company, 1980

Reading, Writing, and Language, McCracken, Marlene and Robert, Peguis Publishers Limited, Winnipeg: 1979

PERIODICAL

Order through school libraries.

Nature Scope - National Wildlife Federation
1412 - 16th Street Northwest
Washington, D.C. 20036
$18.00

PLANNING SHEETS

FALL THEME

Fall is a season of the year that comes after summer and before winter. Autumn is another word for it. There are many changes in nature in the fall.

A BEGINNING LIST OF CONCEPTS, ACTIVITIES, AND RESOURCES

Plant Changes

Concepts:

Suggested Activities:

Earth Changes

Concepts:

Suggested Activities:

People Changes

Concepts:

Suggested Activities:

Animal Changes

Concepts:

Suggested Activities:

WINTER THEME

Winter is a season of the year that comes after fall and before spring. There are many changes in nature in winter.

A BEGINNING LIST OF CONCEPTS, ACTIVITIES, AND RESOURCES

Plant Changes

Concepts:

Suggested Activities:

Earth Changes

Concepts:

Suggested Activities:

People Changes

Concepts:

Suggested Activities:

Animal Changes

Concepts:

Suggested Activities:

SPRING THEME

Spring is a season of the year that comes after winter and before summer. There are many changes in nature in the spring.

A BEGINNING LIST OF CONCEPTS, ACTIVITIES, AND RESOURCES

Plant Changes

Concepts:

Suggested Activities:

Earth Changes

Concepts:

Suggested Activities:

People Changes

Concepts:

Suggested Activities:

Animal Changes

Concepts:

Suggested Activities:

Welcome To

KINDERGARTEN

PS 015400

A handbook for children and their parents

BELLINGHAM PUBLIC SCHOOLS

BELLINGHAM PUBLIC SCHOOLS

P.O.Box 878
Bellingham, Washington 98227

Susan Peterson

186

Bellingham Schools.... committed to excellence

HAPPINESS IS . . .

Children need to be themselves,
To live with other children and with grown ups,
To learn from their environment,
To enjoy the present,
To get ready for the future,
To create and to love,
To learn to face adversity,
To behave responsibly,
In a word, to be human beings.

Plowden Report (England)

a day in Kindergarten

We share
- friends
- books
- materials
- conversation
- thoughts
- experiences

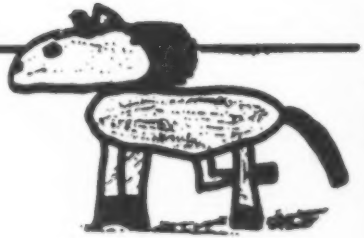
We plan and work
- individually
- with adults
- with children
- in small groups
- in large groups

Kindergarten is . . .

Through a variety of vital, constructive, challenging and pleasurable activities the child learns to:

- explore materials
- follow directions
- work with children and adults
- complete his work
- put materials away

challenge



Parents and teachers must accept that children's

- growth rates vary
- experiences vary
- interests vary
- homes vary

Kindergarten is . . .

Every LISTENING experience the kindergarten offers is preparation for speaking, reading, and writing.

We listen to identify.

We listen to imitate.

We listen for information.

We listen for enjoyment.

SPEAKING enables the child to relate experiences to words. There are many opportunities to talk.

We speak to exchange ideas.

We speak to share information.

We speak to ask questions.

We speak to use words creatively.

ABCDEFGHI JKLMN

Kindergarten is . . .

WRITING begins with picture making and develops through

- dictating stories
- composing messages
- labelling materials
- illustrating ideas

abcdefghij klmno

OPQRSTUVWXYZ

building foundations

READING begins with children interpreting the world around them, and develops through

- recognizing names
- interpreting pictures
- matching symbols
- enjoying picture books

I like horses
Horses eat hay.
Horses eat sugar.
Horses eat apples.
Horses are nice to ride.
That's what I like about horses.

Kristin Rutherford
Room 5

pqrstuvwxyz

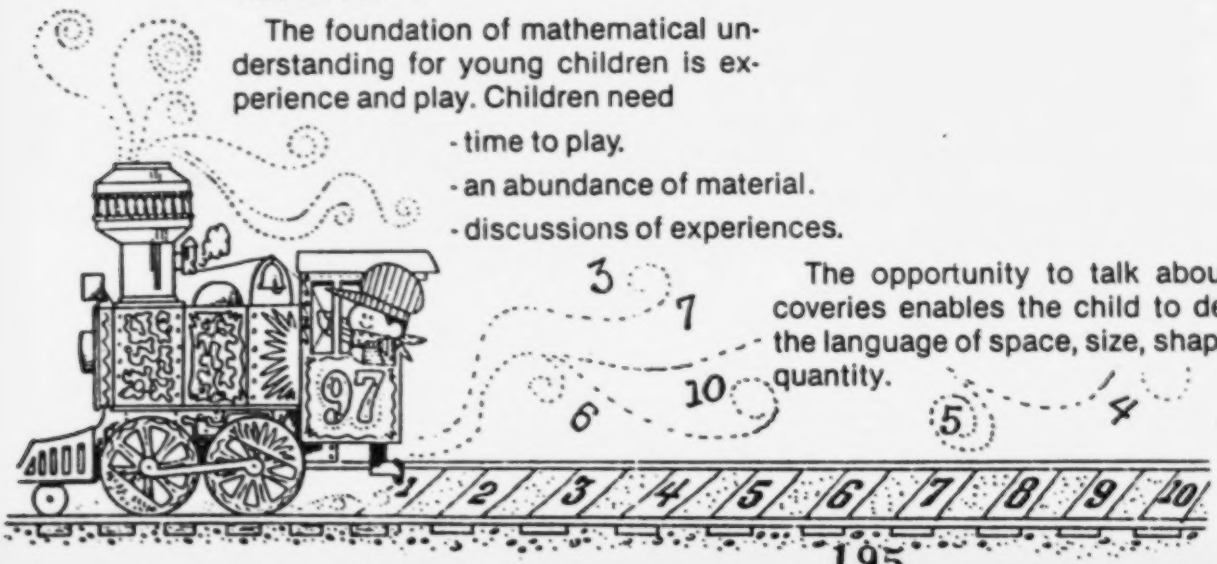
Kindergarten is . . .

VOCABULARY

The foundation of mathematical understanding for young children is experience and play. Children need

- time to play.
- an abundance of material.
- discussions of experiences.

The opportunity to talk about discoveries enables the child to develop the language of space, size, shape, and quantity.

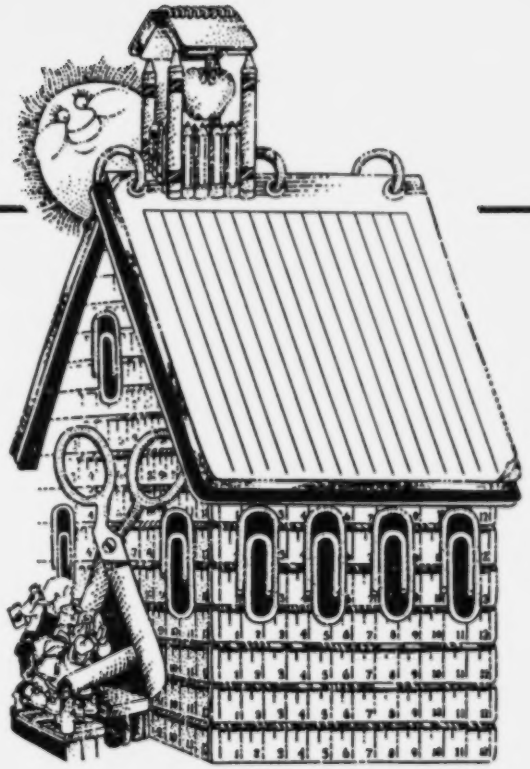


exploring Mathematics

IDEAS

Mathematical experiences should be of a kind and variety that provoke the children

- to order
- to compare
- to share
- to group
- to match
- to count



Kindergarten is . . .

The value of an art activity is in the "doing" of it. Each child is encouraged to express his own ideas. The emphasis is on enjoyment so that children's lives will be richer, so that they have another way to express thoughts and feelings.

involvement

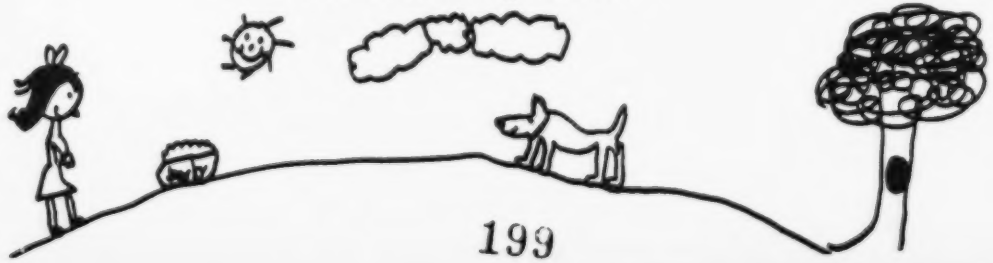
A broad range of musical experience enriches the kindergarten curriculum. Opportunities are provided for children to experiment individually, as well as in group singing and in rhythms. Music can occur any time of the day for music in kindergarten is an action art rather than a spectator or a performing art.

Kindergarten is . . .

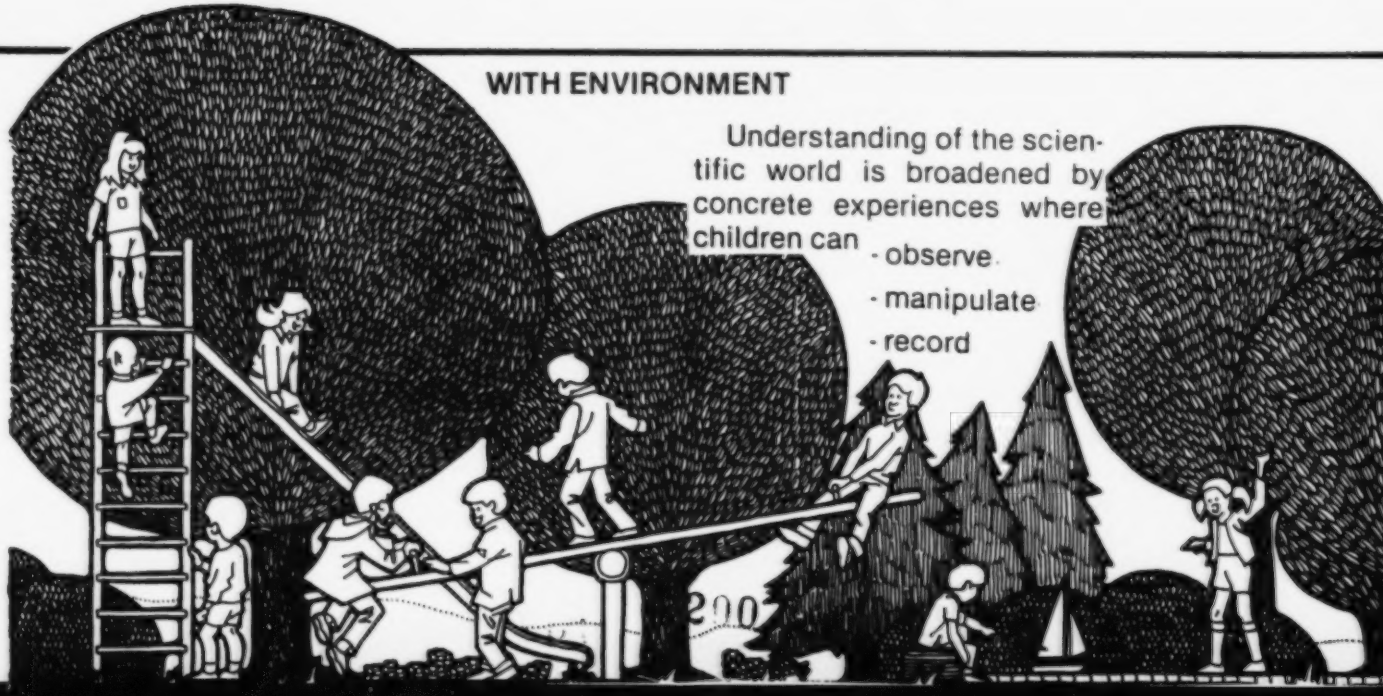
WITH PEOPLE

Group activities help develop

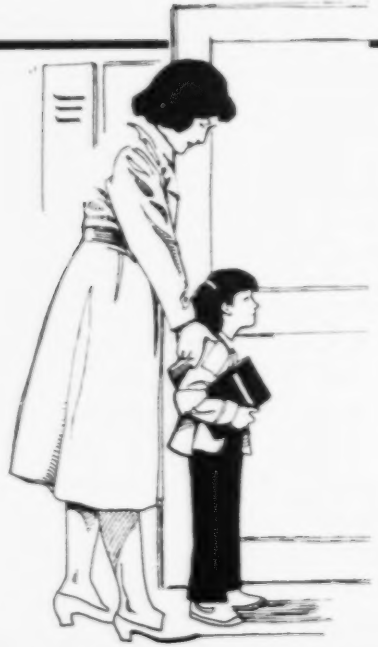
- leadership qualities
- sensitivity to others
- responsibility
- co-operation
- decision making abilities



interaction


WITH ENVIRONMENT
Understanding of the scientific world is broadened by concrete experiences where children can
- observe
- manipulate
- record

Kindergarten is . . .



The school nurse visits the school each week to see children and offer consultative health services to parents and teachers. She also checks vision and hearing.

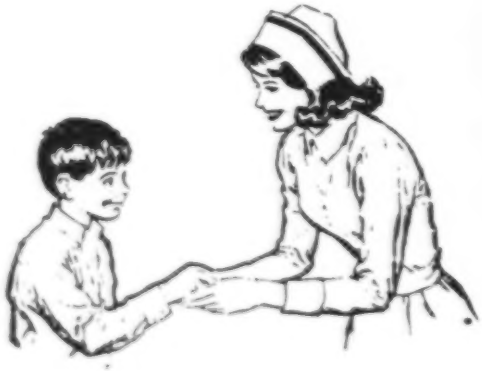
Please be sure that your child has received the required number of immunizations.

Children should have check-ups with the dentist and doctor before beginning kindergarten.

an ounce of prevention

Health is maintained through adequate sleep and good nutrition. (Eight to ten hours of sleep each night are recommended.)

Breakfast and lunch are important for school age children. They do most of their day's work on the nourishment from these meals.



Kindergarten is . . .

Some important information

YOUR CHILD MAY ENTER KINDERGARTEN THE YEAR HE OR SHE BECOMES FIVE YEARS OF AGE ON OR BEFORE AUGUST 31.

TO ENTER SCHOOL YOU SHOULD PROVIDE:

1. A BIRTH CERTIFICATE
2. HEALTH AND IMMUNIZATION RECORD

a partnership

Parents can help if they

- TALK, LISTEN, AND READ WITH THE CHILD.
- INCLUDE THE CHILD IN VISITS TO THE SUPERMARKET, GAS STATION, DRUG STORE AND OTHER INTERESTING PLACES.
- LISTEN AND ENCOURAGE THEIR CHILD TO TALK WITH THEM.
- ENCOURAGE THEIR CHILD TO MAKE FRIENDS AT SCHOOL.
- LET THE CHILD HELP AROUND THE HOUSE AND ENCOURAGE HIM OR HER TO TAKE RESPONSIBILITY.
- PRAISE A CHILD FOR A JOB WELL DONE.
- SHOW INTEREST IN A CHILD'S WORK AND LET HIM OR HER KNOW THAT IT IS IMPORTANT.

Your child should be taught

- HIS OR HER FULL NAME.
- TO CROSS AT CORNERS AND NEVER WALK OR RUN BETWEEN PARKED CARS.
- TO OBEY TRAFFIC LIGHTS, SCHOOL SAFETY GUARDS AND LOOK BOTH WAYS WHEN CROSSING THE STREET.
- TO GO DIRECTLY TO SCHOOL AND RETURN HOME PROMPTLY.
- TO REFUSE TO ACCOMPANY STRANGERS, WALKING OR RIDING.

NOTES.....